

Implementation of Islamic Religious Education Learning in the Independent Curriculum Using the Jigsaw Method to Increase Student Activeness at SMAN I Kutorejo

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Abstract

This study aims to determine the implementation of Islamic religious education learning curriculum independence with the jigsaw method in increasing student activity in class X SMAN I Kutorejo, and to determine the implications of student activity in Islamic religious education learning with the jigsaw method in class X SMAN I Kutorejo. This study uses a qualitative method using a case study. This study will focus on the implementation of Islamic religious education learning curriculum independence with the jigsaw method in increasing student activity in class X SMAN I Kutorejo. For data collection using interview, observation and documentation techniques. Furthermore, for data analysis used by researchers, namely data reduction, data presentation and data verification. While for the data validity test technique, researchers use source triangulation. The results of this study indicate that the jigsaw method planning process prepares learning outcomes, learning objectives, learning objective flow, learning plans and selects materials along with making questions. The implementation of the jigsaw method, educators explain the steps for implementing jigsaw learning, explain the material from educators and form groups randomly with 4-5 students from each group. Educators provide different questions but one material, then educators give time to discuss the original group to complete the answers to the questions, then after finishing discussing with the original group, educators instruct to gather with the expert group to find out the results of the discussion with the original group. Achieving the results of the discussion then concluding the material. Although in its implementation it has been successful, it has not been optimal because there are students who have not been able to play a good role. For the evaluation stage, it is seen the activeness of discussing with the group, presentations from the results of group discussions, work results and conducting written or oral tests. The impact after implementing the jigsaw method is that students' understanding of the material increases, social skills increase, motivation and participation increases, communication skills develop, and academic anxiety decreases.

Keywords: Independent Curriculum, Jigsaw Method, Activity.

A. Introduction

Religious education learning in schools still often experiences problems, such as some students being less active in the learning process due to low motivation, resulting in poor learning outcomes. This problem stems from students being less actively involved in the learning process because the learning models used by educators are still conventional. Furthermore, the lack of discipline in learning from Islamic religious education educators has not effectively trained students' thinking patterns in answering Islamic religious education questions, thus triggering students to assume that Islamic education lessons are less interesting.

One way is to use appropriate methods to ensure smooth teaching and learning processes and efficient use of time. Therefore, educators are required to provide effective methods to increase student interest in learning and maximize the achievement of desired goals.¹ The choice of learning methods that are the goal with suitability and appropriateness in teaching, one of which is the jigsaw method, aims to train students to get used to discussing and being responsible individually to help their classmates understand the main material.²

In the jigsaw method, it is implemented that through this technique it is able to arouse student activity during the implementation of learning in class, also encourage students to be able to respect each other, because this technique is applied through randomly formed groups. To solve problems so that they are able to apply skills and knowledge to achieve the desired learning objectives. In collaborative learning, a learning strategy will be established that is implemented by students through diversity to unite, working together through small groups. Therefore, the cooperative learning situation becomes an element that has a dependency on positive results through flocking in achieving success.³

The basis for implementing the Independent Curriculum is based on Decree of the Minister of Research, Technology, and Higher Education No. 56 of 2022 concerning Guidelines for Curriculum Implementation in the Context of Learning Recovery (Independent Curriculum), which complements the previous curriculum. This Ministerial Decree stipulates 16 decisions, one of which states, "Educational units need to develop a curriculum with the principle of diversification in accordance with the conditions of the educational unit, regional potential, and students".⁴

This is also in accordance with the Republic of Indonesia Law Number 20 of 2003 Chapter I Article I Paragraph (2) concerning the National Education System, that:

¹ Bunga Okta Maula Ikami I, Yayat Suharyat, "Implementation of the Jigsaw Learning Model in Islamic Religious Education (PAI) Material to Improve Student Engagement in Grade XII at SMA Negeri I Tambun Utara", *Jurnal Masyarakat Mengabdikan Nusantra (JMMN)* Vol. 1, 2022, 4.

² Saeban, "Implementation of Jigsaw-Type Active Learning to Improve Islamic Religious Education Learning Outcomes in Grade IV at SDN Luwenglor Pituruh Purworejo in the 2013/2014 Academic Year" Thesis, (Yogyakarta; Sunan Kalijaga State Islamic University, Yogyakarta), 2014, 05.

³ Bunga Okta Maula Ikami I, Yayat Suharyat, "Implementation of the Jigsaw Learning Model in Islamic Religious Education (PAI) Material to Improve Student Engagement in Grade XII at SMA Negeri I Tambun Utara", *Jurnal Masyarakat Mengabdikan Nusantra (JMMN)* Vol. 1, 2022, 5.

⁴ M Fahrul Naufal Fahrusy, "Implementation of the Independent Curriculum Through the Problem-Based Learning Model in Islamic Religious Education and Character Education Subjects at State Vocational High School 2 Jember, Academic Year 2022/2023," Thesis, (Jember; UIN Kiai Haji Achmad Siddiq Jember), 2023, 6.

"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 responsive to the demands of the times." This is stated in Q.S al-Baqarah verse 31:

وَعَلَّمَ آدَمَ الْأَسْمَاءَ كُلَّهَا ثُمَّ عَرَضَهُمْ عَلَى الْمَلَائِكَةِ فَقَالَ أَنْبِئُونِي بِأَسْمَاءِ هَؤُلَاءِ إِنْ كُنْتُمْ صَادِقِينَ

Meaning: And He taught Adam the names of all the objects, then He showed them to the angels, saying, "Tell Me the names of all these (objects), if you are truthful. [QS al-Baqarah (2): 31].⁵

In the Merdeka Curriculum, students have the freedom to develop their talents, interests, and abilities. Furthermore, the Merdeka Curriculum also gives educators the freedom to choose teaching materials to suit the learning needs and interests of students. The Merdeka Curriculum was officially launched in February 2022 during the COVID-19 pandemic. It is hoped that by 2024, all schools in Indonesia, including early childhood education (PAUD), elementary, junior high, senior high/Islamic high schools (SMA/MA), and vocational high schools (SMK), will have implemented the Merdeka Curriculum. The legal basis for implementing this curriculum is Decree of the Minister of Education, Culture, Research, and Technology of the Republic of Indonesia Number 56/M/2022 concerning guidelines for implementing the curriculum in the context of learning recovery.⁶

The Merdeka Curriculum for Senior High School (SMA) has two phases: E for Grade 10 and F for Grades 11 and 12. Learning activities at the senior high school level are also divided into two phases: intracurricular learning and a project to strengthen the Pancasila student profile, allocating 30% of the total teaching hours per year. In Phase E, science subjects are not separated into more specific subjects. The same applies to social studies, thus integrating the content of science and social studies subjects. In Phase F for Grades 11 and 12, the learning structure is divided into five groups: general subjects, science subjects, social studies subjects, language and culture subjects, and vocational and craft subjects.

In applying the Jigsaw method in the Merdeka Curriculum, I chose SMAN 1 Kutorejo, a school in Mojokerto that has implemented the Merdeka Curriculum in accordance with its phases. In this case, the title is "Implementation of Independent Curriculum Islamic Religious Education Learning Using the Jigsaw Method to Increase Student Engagement at SMAN 1 Kutorejo and the Implications of Student Engagement in Islamic Religious Education Learning Using the Jigsaw Method in Grade X Students of SMAN 1 Kutorejo."

The discussion on increasing student engagement in Islamic Religious Education using the Jigsaw Method is very interesting to research. Learning using the Jigsaw Method is not boring and is easier for students to understand. With material that is understood by students, their interest in learning will be high. However, in this study, the author found several previous papers that are relevant to this research, including:

A journal article written by Bunga Okta Maulana and Yayat Suharmat in 2022 entitled "Implementation of the Jigsaw Learning Model in Islamic Religious Education Material to Increase Student Engagement in Grade XII Students at SMA Negeri 1 Tambun Utara." This research uses a descriptive qualitative approach, collecting data

⁵ Ministry of Religious Affairs of the Republic of Indonesia, "Al-Qur'anul Karim: Interpretation of Arabic Code Words," (Jakarta: PT Insan Media Pustaka), 5.

⁶ Wilman Juliadi, "For Teachers," <https://www.quipper.com/id/blog/info-guru/kurikulum-merdeka-belajar-smp/>, accessed November 24, 2023.

based on the results of learning assistance with grade XII students of SMAN 1 Tambun Utara. The results of observations using the Jigsaw Method and evaluations revealed changes in learning conditions. Students' activeness has improved because they are discussing with each other and no one is left standing. Students are also able to enrich learning materials during discussions and are able to present their learning outcomes in front of the class. The similarity between using the Jigsaw method and increasing student activeness is that it does not use the independent curriculum.⁷

A thesis written by Yolanda Dwiyana in 2020 entitled "Implementation of the Jigsaw Model in Islamic Religious Education Learning for Grade X at SMKN 3 Bengkulu City." This study used a qualitative research method that was subjective from the participant's perspective, descriptively, so the results cannot be generalized. The similarity is that it uses the Jigsaw method, but the difference is that the research location is different and does not use the independent curriculum.⁸

Jurnal yang ditulis Febrianto Yopi Indrawan, Edi Irawan, Titah Sayekti, Izza Aliyatul Muna, tahun 2020 dengan berjudul "Efektivitas Metode Pembelajaran *jigsaw* Daring Dalam Meningkatkan Keterampilan Kolaborasi Siswa SMP". Penelitian ini menggunakan Metode penelitian yang digunakan dalam penelitian ini adalah metode penelitian kuantitatif karena dalam pengumpulan data penelitian menggunakan instrumen yang bersifat untuk meneliti populasi dan sampel. Pelaksanaan penelitian termasuk ke dalam eksperimen karena peneliti membuat kondisi suatu keadaan atau situasi pada penelitian ini adalah penerapan model pembelajaran *jigsaw* daring dan video daring. Persamaannya menggunakan metode *jigsaw*, perbedaan metode penelitiannya dan mediannya.⁹

Shanti Anggrayani wrote a thesis in 2019 entitled "Implementation of the Jigsaw Method to Improve Student Learning Outcomes in Islamic Religious Education Subjects for Grade X at SMAN 04 Kaur". This study used classroom action research, the results of the use of the jigsaw method showed more active development. The similarity of using the jigsaw method, the difference is that it does not use the same curriculum in the same place.¹⁰

The thesis written by Saeaban in 2014 entitled "Implementation of Jigsaw Type Active Learning to Improve Islamic Religious Education Learning Outcomes in Grade IV of Luwenglor Pituruh Purworjo Elementary School in the 2013/2014 Academic Year". This study uses methods and approaches to improve student activity, in the application of Jigsaw type Active Learning to improve the quality of learning, the results of this study are to improve Islamic religious education learning outcomes. The

⁷ Bunga Okta Maula Ikami, Yayat Suharyat, "Implementation of the Jigsaw Learning Model in Islamic Religious Education Material to Increase Student Engagement in Grade XII at State High Schools." *I North Tambun*, Jurnal Masyarakat Mengabdikan Nusantara (JMMN) Vol. 1, 2022..

⁸ Yolanda Dwiyana, "Implementation of the Jigsaw Learning Model in Islamic Religious Education for Grade X at SMKN 3 Bengkulu City", Thesis, (Bengkulu; Islamic Institute of Bengkulu City), 2020.

⁹ Febrianto Yopi Indrawan, Edi Irawan, Titah Sayekti, Izza Aliyatul Muna, "The Effectiveness of the Online Jigsaw Learning Method in Improving Collaboration Skills of Junior High School Students", Jurnal Tadris IPA Indonesia, Vol. 1, 2021.

¹⁰ Shanti Anggrayani, "Application of the Jigsaw Method to Improve Student Learning Outcomes in the 10th Grade Islamic Education Subject at State Senior High School 04 Kaur," Thesis, (Bengkulu; State Islamic Institute of Bengkulu), 2019.

similarity is using the Jigsaw method, the difference is not using the independent curriculum and for student activity.¹¹

Shanti Anggrayani wrote a thesis in 2019 entitled "Implementation of the Jigsaw Method to Improve Student Learning Outcomes in Islamic Religious Education Subjects for Class X at SMAN 04 Kaur." This study used classroom action research, and the results of using the jigsaw method showed more active development. The similarities with using the jigsaw method are that the difference is that the curriculum is not used in the same place.¹² Based on the previous research above, the researcher used this research as a reference and comparison in this research with the title of implementation of Islamic religious education learning using the independent curriculum in the jigsaw method to increase student activity at SMAN I Kutorejo.

B. Literature Review

Islamic Religious Education is one of the essential components in Indonesia's national education system, aimed at shaping students to be faithful and devoted to God Almighty. In the context of the Independent Curriculum (Kurikulum Merdeka), IRE is expected to provide ample space for students to be active, creative, and think critically. This curriculum emphasizes competency-based learning, differentiation, and student-centered approaches. Therefore, learning methods must accommodate the spirit of freedom in learning. One method that aligns with the goals of the Independent Curriculum is the Jigsaw method, a cooperative learning approach that allows students to learn from one another. Using the Jigsaw method in IRE can be a solution to increase student activeness, which has often been lacking in religious education classes. With this method, the classroom atmosphere is expected to become more dynamic and the learning process more meaningful.

The Jigsaw method places students as active participants in the learning process, rather than mere recipients of information. In its implementation, students are divided into small groups, with each member assigned a different part of the material to study in depth. After mastering their part, students then teach what they have learned to their group members, allowing knowledge transfer not only from teacher to student but also among students. This approach aligns with the principles of "freedom to learn," which seeks to liberate students from monotonous, one-way learning. In the context of Islamic Religious Education, the Jigsaw method enables students to understand religious material in a more enjoyable and collaborative way. They don't just read or listen—they discuss, express ideas, and are responsible for their understanding. This is a concrete form of active and participatory learning.

Student activeness is a critical indicator of successful learning, especially in IRE, which is often perceived as memorization-based. With the Jigsaw method, students are encouraged to play a more active role, as they are responsible for presenting part of the material to their group. This sense of responsibility motivates students to study more seriously, seek additional resources, and prepare thoroughly. Such engagement

¹¹ Saeban, "Application of Jigsaw-Type Active Learning to Improve Islamic Education Learning Outcomes in 4th Graders at Luwenglor Pituruh Purworejo State Elementary School in the 2013/2014 Academic Year," Thesis, (Yogyakarta; Sunan Kalijaga State Islamic University of Yogyakarta), 2014.

¹² Shanti Anggrayani, "Application of the Jigsaw Method to Improve Student Learning Outcomes in the 10th Grade Islamic Education Subject at State Senior High School 04 Kaur," Thesis, (Bengkulu; State Islamic Institute of Bengkulu), 2019.

positively impacts their understanding of the religious content being taught. Moreover, interactions among students during discussions foster idea exchange and broaden their religious insights. Thus, IRE becomes more applicable and addresses the social aspects of religious life. This activeness also helps teachers more accurately assess students' comprehension levels

The Independent Curriculum provides flexibility for teachers to choose learning methods that match student characteristics and school conditions. IRE teachers must be able to adapt the Jigsaw method to various topics such as creed (aqidah), worship (ibadah), morals (akhlak), or Islamic history. For example, in the topic of prophets and messengers, students can be divided into groups where each member studies a different figure and shares what they learn with the group. This makes otherwise heavy content more digestible, as it's conveyed using peer-to-peer language. Furthermore, this method fosters other skills like communication, leadership, and responsibility. Teachers act as facilitators who guide and monitor discussions to ensure they stay focused and productive. This approach does not only emphasize cognitive learning, but also enhances students' affective and psychomotor development. The purpose of Islamic Religious Education (PAI) is to develop students with noble morals (noble character), which is the primary mission of the Prophet Muhammad (peace be upon him) in the world. This does not mean that Islamic education ignores physical education, reason, knowledge, or other practical aspects, but rather that Islamic education pays attention to moral education as well as other aspects.

However, the Merdeka Curriculum (Merdeka Curriculum) is a curriculum with diverse intracurricular learning, where subject matter is optimized to provide students with sufficient time to deepen concepts and strengthen competencies. Educators have the flexibility to choose various teaching tools so that learning can be tailored to students' needs and learning interests. The Merdeka Curriculum is one part of the learning recovery effort, where the Merdeka Curriculum was previously referred to as a prototype curriculum that was later developed as a more flexible curriculum framework, while maintaining a focus on essential material and developing student character and competencies.¹³ The jigsaw method directs students to be more active, while the teacher acts as a facilitator and intermediary during the learning process. The jigsaw method is considered appropriate and strategic when applied to learning.¹⁴

The jigsaw method is an effective way to create equality among students. Prejudice can be reduced by ensuring equal status between the majority and minority groups when working together. Learning using the jigsaw method begins with an introduction to the topic to be discussed by the teacher. The teacher can write the topic on a blackboard, whiteboard, PowerPoint presentation, or other medium. The teacher asks students what they already know about the topic. This summarization activity is intended to activate students' schemata or cognitive structures so they are better prepared to face new learning activities.¹⁵ The jigsaw method is a learning

¹³ M. Fahrul Naufal Fahrusy, "Implementation of the Independent Curriculum Through the Problem-Based Learning Model in Islamic Religious Education and Character Education Subjects at State Vocational High School 2 Jember in the 2022/2022 Academic Year," Thesis, (Jember; UIN Kiai Haji Achmad Siddiq Jember), 2023, 23.

¹⁴ Bunga Okta Maula Ikami, Yayat Suharyat, "Implementation of the Jigsaw Learning Model in Islamic Education Material to Increase Student Activeness in 12th Grade at State Senior High School 1 Tambun Utara," *Jurnal Masyarakat Mengabdikan Nusantara (JMMN)* Vol. 1, 2022, 55.

¹⁵ Agus Suprijono, *Theory and Application*, (Surabaya, History Education Blog, 2009), 74.

method where students work together in small, heterogeneous groups of 4-6. Each group member is responsible for completing the learning material and for presenting it to their original group members. Each group receives a group discussion report and presents it to the class.¹⁶

Implementation is defined as the execution of a strategy and the allocation of resources. Implementation is also a crucial element in the planning process. The effectiveness of a plan can be assessed by its implementation. A well-thought-out plan, without actual implementation, will not yield results.¹⁷ Implementation is defined as the execution of strategies and the allocation of resources. Implementation is a crucial element in the planning process. The effectiveness of a plan can be assessed through its implementation. A well-thought-out plan is of no use without its implementation. Implementation includes planning, implementation, and evaluation. Student engagement in teaching and learning activities can stimulate and develop their talents. Students can also practice critical thinking. Nana Sudjana states that there are five factors that influence student learning engagement:¹⁸ learning stimulus, attention and motivation, learned response, reinforcement, use and transfer.

Implementing the Jigsaw method in IRE requires careful planning by the teacher. Teachers must prepare material that can be divided into subtopics with equal levels of difficulty. Additionally, worksheets and success indicators need to be prepared so that learning becomes more structured. During implementation, the teacher must ensure that each student understands their role and is able to explain the material to their peers. Monitoring and evaluation should also be carried out regularly throughout the discussion process. The teacher plays a crucial role in creating a supportive and enjoyable learning environment. Through systematic planning and execution, the Jigsaw method can be effectively applied at various educational levels.

One challenge in applying the Jigsaw method is the imbalance in student participation. Not all students have the same ability to understand and present the material. Therefore, teachers need to map students' initial abilities to form balanced groups. In addition, students need to be trained and familiarized with this method so they can engage effectively. Teachers can offer motivation and support to less active students to help them gain confidence. Providing positive feedback is also important to boost student enthusiasm. With the right strategies, these obstacles can be overcome and the learning process can run smoothly. The key is to create an inclusive and supportive classroom climate.

The main advantage of the Jigsaw method in IRE is its ability to create a collaborative learning environment. This collaboration aligns with Islamic values that emphasize brotherhood, consultation, and mutual assistance. In group discussions, students learn to listen, respect differing opinions, and cooperate to complete tasks.

¹⁶ Elis Suryani, Aman Aman, "The Effectiveness of Social Studies Learning Through the Implementation of the Jigsaw Method Reviewed by Student Activities and Learning Outcomes," *Social Harmony: Journal of Social Studies Education*, Vol. 6, 2019, 37.

¹⁷ Dita Kharisma Febriani, "Implementation of the Problem-Based Learning (PBL) Model to Increase Student Activeness in Islamic Religious Education Subjects of Grade XI at SMAN 1 Rogojampi Banyuwangi, 2021/2022 Academic Year," Thesis, (Jember; Kiai Haji Achmad Siddiq Islamic State University of Jember), 2022, 39

¹⁸ Zuriatun Hasanah, "Cooperative Learning Model in Cultivating Student Learning Activity, *rsyaduna*", *Journal of Student Studies*, Vol. 1, 2021. 15

These attitudes reflect Islamic moral values (*akhlak al-karimah*), which are a primary goal of IRE. Therefore, the method not only enhances activeness but also shapes students' character in accordance with Islamic teachings. Healthy collaboration within groups also strengthens a sense of togetherness and empathy among students. As a result, IRE becomes more contextual and touches on real-life aspects of students' religious experiences.

The implementation of the Jigsaw method also helps strengthen 21st-century skills required in the Independent Curriculum, such as critical thinking, communication, collaboration, and creativity. During the learning process, students are challenged to analyze material, relate it to their life experiences, and communicate it effectively to their peers. They are also pushed to resolve group conflicts or misunderstandings, such as differences in interpretation or unclear concepts. These are all essential competencies that will benefit them in the future. Moreover, this method provides a meaningful and enjoyable learning experience, reducing the sense of burden often associated with religious education. When students feel comfortable and valued, their activeness will naturally increase. Therefore, integrating the Jigsaw method is very much in line with the educational philosophy of the Independent Curriculum.

Evaluation of IRE using the Jigsaw method must be carried out holistically. Teachers should assess not only the cognitive aspects such as content understanding but also affective and psychomotor domains. For example, how students participate in groups, their attitude during discussions, and their level of responsibility. Assessment can be done through observation, learning journals, peer assessment, and self-reflection. This provides a more comprehensive picture of student development. A well-rounded evaluation will help teachers tailor future learning strategies more effectively. Thus, the learning process does not only produce intellectually intelligent students, but also emotionally and spiritually mature individuals

C. Method

The primary data sources in this study were the principal of SMAN I Kutorejo, the vice principal for curriculum, the Islamic Religious Education (PAI) teacher, and students in grades X7, X8 and X9 at SMAN I Kutorejo. This research observation aimed to observe the implementation of Islamic religious education learning using the jigsaw method, which included both teachers and students. Interviews were conducted with the principal, the vice principal for curriculum, the PAI teacher, homeroom teachers, and students. Data were collected from archives, modules, and other sources. Data analysis used three pathways: data reduction, data presentation, and drawing/verification. Data validity was validated through source triangulation, technical triangulation, and time triangulation. The research methods included problem analysis and the architecture or design of the method used to solve the problem. The problem analysis describes the existing problems and how they were addressed in this study.

This study employed a descriptive qualitative approach aimed at providing an in-depth description of the implementation of Islamic Religious Education (PAI) learning using the jigsaw method at SMAN I Kutorejo. The data collection techniques used in this study included observation, interviews, and documentation. Observations were conducted to directly examine the implementation of PAI learning using the jigsaw method in the classroom. In-depth interviews were carried out with key informants to explore their perceptions and insights regarding the effectiveness of the method. Meanwhile, documentation was conducted by reviewing archives, learning

modules, and other supporting documents related to the teaching and learning process.

Data analysis in this study followed three stages: data reduction, data presentation, and conclusion drawing or verification. Data reduction involved filtering and organizing raw data to focus on relevant information. Data presentation was done in the form of narrative descriptions to facilitate understanding of the research context. Conclusions were drawn inductively by identifying patterns, themes, and relationships among the data.

To ensure the validity of the data, the researcher applied triangulation techniques, including source triangulation, technical triangulation, and time triangulation. Source triangulation was done by comparing data from various informants; technical triangulation was carried out by combining observation, interviews, and documentation; and time triangulation involved data collection at different times to assess the consistency of the information. In addition, the research method also included problem analysis and the design of a solution. The problem analysis aimed to identify the challenges faced in PAI learning and the rationale for choosing the jigsaw method as an alternative strategy. The solution design outlined the systematic steps in implementing the jigsaw method, from planning and execution to evaluating learning outcomes. This design is ideally presented in the form of process flow diagrams, illustrating both data collection and processing flows as well as the technical mechanism of implementing the learning model.

D. Results and Discussion

This research uses qualitative research. The focus of this study is to qualitatively describe the problems in implementing Islamic religious education, which is characterized by low student motivation, resulting in a lack of student engagement. The selection of learning methods to engage students in learning and the appropriate independent curriculum, one of which is the jigsaw method, is explored. The research approach used in this study is a case study.

This study focuses on four key aspects: the implementation of educational learning in the independent curriculum using the jigsaw method to increase student engagement, and the implications of student engagement in Islamic religious education materials using the jigsaw method in grade X of SMAN Kutorejo. Researchers conducted observations beginning in early January, followed by in-depth exploration through observation, interviews, and documentation with the principal, curriculum representative, Islamic religious education subject educators, and students.

Implementation is defined as the execution of a strategy and the allocation of resources. Implementation is also a crucial element in the planning process. The effectiveness of a plan can be assessed by its implementation. A well-thought-out plan, without actual implementation, will not yield results.¹⁹ In the jigsaw method there are three stages, namely:

¹⁹ Dita Kharisma Febriani, "Implementation of the Problem-Based Learning (PBL) Model in Increasing Student Activity in Islamic Religious Education Subjects of Grade XI Students at SMAN 1 Rogojampi Banyuwangi, Academic Year 2021/2022", Thesis, (Jember; Kiai Haji Achmad Siddiq Islamic State University of Jember), 2022, 39

a. Learning Planning

Lesson planning serves as a guideline or reference for educators in the learning process. Therefore, having a precise and systematic plan is crucial to ensure smooth and organized learning. This is done in an effort to achieve learning objectives. Next, the researcher observed the situation and conditions of students during the lesson, the methods employed by educators, and student responses during the lesson.

Data was then collected through interviews with the curriculum vice principal and Islamic religious education educators. To initiate lesson planning, educators must initiate it. Therefore, the research began by interviewing Mr. Beny Adianto, S.Pd.I., an Islamic religious education educator, who stated:

“Learning plans must be tailored to the tools that have been created. The learning tools created must also be appropriate for the material being taught, including methods, teaching materials, media, and so on.”²⁰

According to the Islamic religious education teacher, lesson planning begins with the preparation of learning materials, which are then tailored to the learning material to be taught. The Curriculum Representative at SMAN I Kutorejo, Dra. Sri Redjeki, also stated:

“Educators at SMAN I Kutorejo prepare teaching modules, known in the Merdeka Curriculum as learning devices in the 2013 Curriculum. In the Merdeka Curriculum, there are also opening, core, and closing activities, known as prota and prosem. Using prota and prosem allows educators to determine the time allocation for teaching. However, each educator has their own unique prota and promes, adapting the material accordingly. Because each educator creates their own plan independently,”²¹

So, before starting the learning process, the teachers at SMAN I Kutorejo had prepared the prota and promes (promise) in advance, as they serve as a reference in the teaching process. This was continued by Mr. Beny Adianto, S.Pd.I., the Islamic Religious Education teacher.

“What needs to be prepared is not only prota, promes, and so on. It's a must-have teaching tool, in my opinion. Prota, prosem, and the academic calendar are mandatory, as are RPE, ATP, and other RPs.”²²

After the learning plan (Prota) and promes (Promes) are prepared, the next step is to develop the Learning Process Plan (RPE). Good planning ensures effective teaching and learning. The implementation of the jigsaw method requires active student participation, necessitating several planning steps. Interview data obtained by researchers indicates that SMAN I Kutorejo's learning planning has been well-planned. This is because the educational council, including Islamic religious education teachers, emphasizes planning in the learning process.

This is further supported by documentary evidence from archived learning tools such as Prota, Prosem, RPE, ATP, and RP for educators from all subjects,

²⁰ Interview Results, Islamic Religious Education Subject Educator, Grade X, SMAN I Kutorejo, Mr. Beny Adianto S.Pd.I, February 27, 2024.

²¹ Interview Results, Deputy for Curriculum at SMAN I Kutorejo, Ms. Dra. Sri Redjeki, February 27, 2024.

²² Interview Results, Islamic Religious Education Subject Educator, SMAN I Kutorejo, Class X, Mr. Beny Adianto S.Pd.I. February 27, 2024.

including Islamic religious education teachers. The Prota is used to determine the number of teaching hours needed to achieve learning objectives during a year. The Promes is used as a unit of time for implementing a six-month educational program. The RPE (Effective Week Plan) is used to calculate the total number of weeks during the academic year. The ATP (Learning Objective Flow) serves as the primary source for developing learning and assessment standards. Once these devices have been assembled, it's easy to create a Learning Plan (RP). The teaching module contains a detailed learning plan that references the main material in the ATP.

After making the learning tools, then planning the jigsaw method, of course there are things to prepare first:

- 1) Student learning material about "mazmumah morals and getting used to mahmudah morals so that life is more comfortable and blessed"
 - 2) Educators provide assignments regarding material on mazmumah morals and getting used to mahmudah morals so that life is more comfortable and blessed" and prepare to form home groups and expert groups..
- b. Implementation of Learning

Once the planning has been carried out, the next stage is implementation. Before implementing the jigsaw method, the researcher first observed the classroom situation and conditions during the lesson. While the classroom situation was relatively conducive, some students were still unfocused. To further understand the implementation of Islamic religious education at SMAN I Kutorejo, Mr. Beny Adianto, S.Pd.I., the Islamic religious education teacher for grades X7-X8, explained the following:

"The teaching of Islamic religious education at SMAN I Kutorejo is not much different from other Islamic religious education programs. However, each class has different benchmarks for the type of material adapted to the grade level and the methods used by each teacher. The material in grade X includes zina (fornication), tawakal (religious trust), mazmumah (forgiving), mahmudah (religious obedience), and much more."²³

Based on interviews conducted by the researcher with Mr. Beny Adianto, S.Pd.I., Islamic religious education material in the classroom includes various topics, including Mazmumah and Mahmudah. Each educator has a choice of different learning methods tailored to the material being studied.

To determine the materials and methods used by educators, the researcher conducted interviews with 10th-grade students to supplement the existing information. Asyifa Haikal Ridholloh, a 10th-grade student, stated:

"Islamic religious education lessons are usually held on Wednesdays from 3 to 5 pm. During the lessons, Mr. Beny usually uses textbooks and PDFs. He typically applies a learning method by briefly explaining the material, then randomly assigning students to groups of 4-5 members. Mr. Beny usually designates an expert group and a home group. After the discussion, the results are usually presented to the class."²⁴

From the interview results, the researcher learned that educators in teaching use the jigsaw method in the implementation of Islamic religious education learning by

²³ Interview Results, Islamic Religious Education Subject Educator, SMAN I Kutorejo, Class X, Mr. Beny Adianto S.Pd.I. February 27, 2024.

²⁴ Interview Results, Student, Class X8, Asyifa Haikal Ridholloh April 24, 2024

grouping learning members with a total of 4-5 students called the original group and the expert group. From the study groups that have been formed, besides being effective in solving the material given, it can also train students to communicate with each other in their respective language styles. Researchers also innovated to create learning media to support both home and expert groups. Based on data obtained by researchers regarding the implementation of the jigsaw method used by educators in Islamic religious education at SMAN I Kutorejo, the researchers conducted an interview with Mr. Beny Adianto, S.Pd.I., an Islamic religious education teacher in grades X7-X8, as follows:

"At SMAN I Kutorejo, Islamic religious education is taught once a week, with three lesson periods, with each lesson lasting 45 minutes. Three lesson periods total 135 minutes. The jigsaw method is used several times because the Merdeka Curriculum emphasizes student-centeredness. This shift in learning and instruction is different. Previously, teacher-centeredness was the primary focus of learning, but now it is student-centered. Islamic religious education using the jigsaw method consists of three stages: the first stage presents the material and explains the learning objectives. The next stage is the introduction of stimuli related to the material and Explain the steps of the jigsaw learning process and instruct students to form random groups of 4-5. In the second stage, each group is given several different questions covering the same topic. Each group then discusses the answers to the questions under their home groups, using information from books or the internet. After a short period of discussion with their home groups, they are directed to gather in expert groups to explain what they learned from their home group discussions. The final stage involves students presenting their discussion results and summarizing the material. The use of the jigsaw method encourages students to be more active in solving problems within their groups and to be more engaged.

"In Islamic religious education learning, there are three sessions: one session for the first stage, one for the second stage, and one for the final stage."²⁵

Based on the interview with Mr. Beny, the implementation of Islamic religious education at SMAN I Kutorejo is conducted once a week, with each meeting consisting of three lesson hours. The jigsaw method consists of three lesson hours. The first stage involves explaining the material and randomly forming groups of 4-5 students from each group. The second stage involves giving different questions on the same topic. After the discussion with the original group, the teacher instructs the group to gather with the expert group to discuss the results of the discussion with the original group. The final stage involves presenting the discussion results and concluding the material. Furthermore, during observations, Islamic religious education teachers in classes X7, X8, and X9, with a large amount of material, have implemented the jigsaw method several times, with the help of active student participation. Therefore, the researcher conducted another interview with Asyifa Haikal Ridholloh, a class X8 student, who stated:

"We think learning using the jigsaw method is more active and allows for a mutual exchange of information regarding understanding the material being discussed.

²⁵ Interview Results, Islamic Religious Education Subject Educator, SMAN I Kutorejo, Class X, Mr. Beny Adianto S.Pd.I, February 27, 2024.

Mr. Beny also often uses the jigsaw method because it is more active for students and helps them understand the material quickly."²⁶

From the interviews, the researchers found that the jigsaw method helped students become more active and understand the material after group discussions. The implementation of the jigsaw method encouraged active learning by encouraging students to solve problems given by the teacher and collaborate with each other to solve them. However, some students lacked focus during the discussions. Therefore, the researchers conducted another interview with Muhammad Adib Fachrie Akbar, a 107th-grade student at SMAN I Kutorejo, who stated:

"There are some things that cause us to lose focus during discussions. One of them is feeling embarrassed to share our opinions with the group due to fear of being wrong and a lack of confidence. However, this method actually makes us more active in Islamic religious education lessons."²⁷

From the results of student interviews, the lack of focus in the ongoing discussion was due to a lack of confidence in expressing opinions within the group. In addition, the researcher obtained additional information from Islamic religious education educator Mr. Beny Adiarto S.Pd.I as follows:

"During the learning process, some participants were active and did not give up in completing the material I presented because of supporting internal and external factors. Conversely, there were students who were less responsive in the learning process due to a lack of internal or external support. The internal factors were from the students themselves, who did not like the learning method, while the external factors were from their group environment."²⁸

From the interview results, the learning process is significantly influenced by both internal and external student activity. Internal factors refer to the students themselves, while external factors refer to the learning environment. From this, the researcher concluded that implementing the jigsaw method can foster student interest and active learning. Because the method is easy for students to apply, the material applied in this jigsaw method can be understood and comprehended by them.

c. Learning Evaluation

The next step after planning and implementation is an evaluation of the results of the jigsaw method implementation on improving student engagement in Islamic religious education subjects in grades X7, X8, and X9 at SMAN I Kutorejo. The goal is to determine the extent to which students receive and understand the learning material presented by educators using the jigsaw method. With this evaluation, educators can measure student understanding. Evaluation in the jigsaw method requires an interview with Mr. Beny Adiarto S.Pd.I, an Islamic religious education educator, as follows:

"The relationship between the evaluation in the use of the jigsaw method remains the same as evaluation in general. In the evaluation, educators assess the student's situation

²⁶ Interview Results, Student, Class X7, Muhammad Adib Fachrie Akbar, April 25, 2024.

²⁷ Interview Results, Student, Class X8, Asyifa Haikal Ridholloh, April 24, 2024.

²⁸ Interview Results, Islamic Religious Education Subject Educator, SMAN I Kutorejo, Class X, Mr. Beny Adiarto S.Pd.I, May 2, 2024.

with four assessment aspects: first, student engagement, second, presentation, third, work results, and finally, a written or oral test.”²⁹

The interview results revealed that the evaluation of Islamic religious education subjects using the jigsaw method is similar to a general evaluation, but it examines the students' situation in class. First, active participation in group discussions is assessed. Second, presentations of group discussion results are assessed. Third, the results of the discussion, as described by the resource person, are the results of the questions given by the students. Fourth, written or oral tests are required. In implementing a learning method, as described above, educators are required to consider these three stages. It begins with planning, which requires educators to prepare learning materials that are appropriate for the material to be presented. Thorough preparation is also required before implementing the jigsaw method in the learning process. The implementation phase, which follows, is effective due to thorough planning. After the planning is complete, several factors determine the success or failure of the method when implemented. This method was successful, although not optimal. The next stage is evaluation. Evaluation is also used to improve the learning process and ensure optimal results. Furthermore, evaluation serves as a benchmark for students' understanding and mastery of the material presented using the jigsaw method. The interview results revealed that the evaluation of Islamic religious education subjects using the jigsaw method is similar to a general evaluation, but it examines the students' situation in class. First, active participation in group discussions is assessed. Second, presentations of group discussion results are assessed. Third, the results of the discussion, as described by the resource person, are the results of the questions given by the students. Fourth, written or oral tests are required.

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The implications of the impact or consequences of using the jigsaw method on student learning engagement in Islamic religious education are explained by the results of the jigsaw method on student engagement.

The data obtained by the researcher regarding the impact of the jigsaw method on increasing student engagement in Islamic religious education, in this case, the researcher conducted another interview with Mr. Beny Adianto, S.Pd.I., an Islamic religious education educator, are as follows:

"Regarding the impact of using the jigsaw method on students, I see five impacts: increased understanding of the material, improved social skills, increased

²⁹ Interview Results, Islamic Religious Education Subject Educator, SMAN I Kutorejo, Class X, Mr. Beny Adianto S.Pd.I, May 2, 2024.

motivation and participation, development of communication skills, and reduced academic anxiety."³⁰

The interview results revealed five impacts of active Islamic religious education learning using the jigsaw method: first, increased understanding of the material; second, improved social skills; third, increased motivation and participation; fourth, developed communication skills; and fifth, reduced academic anxiety.

Based on the results of Mr. Beny's interview, the researcher conducted a study to strengthen the data related to the five impacts outlined above. The researcher interviewed Asyifa Haikal, a class X8 student, who reported on the impact of improved understanding of the material:

"After using the jigsaw method, some students improved their understanding of the material because each student exchanged opinions on the material. The effect of this learning method was that other students found it easier to understand the material in a simple way."³¹

From the interviews, the researcher obtained data that the first impact was an increase in students' understanding of the material through the exchange of opinions and simple understanding. Furthermore, the second impact was an increase in social skills. During observations, the researcher also observed a learning situation using the jigsaw method, with groups of origin and experts respecting each other's opinions. Following this learning, the class also became accustomed to respecting the opinions of other students during class discussions.

The third impact was an increase in motivation and participation, as evidenced by the researcher's interview with Muhammad Adib Fachrie Akbar, a class X7 student, as follows:

"From the results, I saw that in such a situation, there was motivation from within myself, from the teacher and my friends. After being motivated, each of my friends participated actively in understanding the lesson."³²

From these interviews, the researcher obtained data on the impact of increasing motivation and participation for each student, including themselves, educators, and other students. Furthermore, regarding the fourth impact of developing communication skills, the researcher also interviewed Ahmad Dhani Hamdan Zulfa, a class X9 student, as stated below:

"What I see from the results of this method is very useful for emphasizing to my friends who have never dared to speak in front of the class. This method slowly helps them learn to speak in front of other friends and express their opinions in discussions."³³

From the interviews, the researchers obtained data on the impact of developing communication skills, indicating that each student requires training and familiarization to learn to communicate in front of other students. Furthermore, regarding the fifth impact, the researchers interviewed Asyifa Haikal, a class X8 student, as follows:

³⁰ Interview Results, Islamic Religious Education Subject Educator, SMAN I Kutorejo, Class X, Mr. Beny Adianto S.Pd.I, May 2, 2024.

³¹ Interview Results, Student, Class X8, Asyifa Haikal Ridholloh, April 24, 2024.

³² Interview Results, Student, Class X7, Muhammad Adib Fachrie Akbar, April 25, 2024.

³³ Interview Results, Student, Class X9, Ahmad Dhani Hamdan Zulfa, April 26, 2024..

"By using group learning, each student feels less anxious because they have a group to support discussions and answer questions, rather than working individually."³⁴

From these interviews, researchers obtained data on the impact of reducing academic anxiety by using group learning because it makes it easier to ask questions among other students. Of the five impacts mentioned above, five are: first, increased understanding of the material. This means students are required to understand and master the sections assigned by the educator to teach to students in a group who have not yet understood the material. This encourages students to learn more deeply. Second, improved social skills. This means the jigsaw method facilitates cooperation and collaboration among other students. They learn to interact, listen, and appreciate the differing perspectives of other students in the group. Third, increased motivation and participation. This means students feel more motivated because each individual plays a vital role in the group's success. They are more involved and actively participate in the learning process. Fourth, developed communication skills. This means students must be able to explain and discuss material with other students in the group, and this helps develop verbal communication and presentation skills. Fifth, reduced academic anxiety. This means that implementing small groups can reduce the anxiety that often arises in traditional learning situations, making students feel more comfortable asking questions and discussing material in small groups. In this section, the researcher presents a discussion based on the findings in the field. The researcher's analysis is also synchronized with existing theories as described in qualitative research through the presentation of data obtained through observation, interviews, and documentation. The goal is to align the research findings as follows.

In the researcher's findings in the field regarding the planning of the independent curriculum jigsaw method to increase student engagement at SMAN 1 Kutorejo, first, learning outcomes (CP), learning objectives (TP), learning objectives flow (ATP), and lesson plans (RP), followed by learning materials and assignments for the home and expert groups. This can be analyzed using Abdul Majid's theory of jigsaw method planning, which involves preparing teaching materials and topics, and assignments for the home and expert groups.³⁵ It can be said that the jigsaw method of planning is relevant to Abdul Majid's theory..

In the findings of researchers in the field regarding the implementation of the independent curriculum jigsaw method in increasing the activeness of students at SMAN 1 Kutorejo, firstly explaining the material from the educator and forming groups randomly with 4-5 students from each group. Secondly the educator gives different questions but one material, then the educator gives time to discuss the original group to complete the answers to the questions then after finishing the discussion with the original group the educator instructs to gather with the expert group to find out the results of the discussion with the original group. Thirdly presenting the results of the discussion then concluding the material. In this case it can be analyzed with the theory according to Abdul Majid that the implementation of the jigsaw method also forms groups to solve questions from the educator and the name of the original group and the expert group then present the results of the discussion. In addition, in the analysis of the theory according to Agus Suprijono, the

³⁴ Interview Results, Student, Class X8, Asyifa Haikal Ridholloh, April 24, 2024.

³⁵ Abdul Majid, *Learning Strategy*, (Bandung, PT Remaja Rosdakarya offset, 2013).

implementation of the jigsaw method also really needs an educator's instruction to condition the flow of the situation in the process of implementing the jigsaw method.³⁶ It can be said that the implementation of the jigsaw method is relevant to two theories according to Abdul Majid and Agus Suprijono..

In the findings of researchers in the field regarding the evaluation of the independent curriculum jigsaw method in increasing the activeness of students at SMAN I Kutorejo, firstly, activeness in group discussions, secondly during presentations of the results of group discussions. Thirdly, the results of discussion work from questions given by students, then fourthly, written or oral tests. In this case, it can be analyzed with the theory according to Agus Suprijono, the evaluation of learning using the jigsaw method has four types of evaluations, namely the first is formative evaluation, second is summative evaluation, third is assessment evaluation and fourth is participatory evaluation..³⁷ Furthermore, in the analysis of the theories of Siti Nurhasanah, Agus Jayadi, and Rika Sa'adah, the evaluation of the jigsaw method includes four evaluations: the first is process, the second is formative, the third is summative, and the fourth is social skills. It can be said that this jigsaw method evaluation is relevant to the two theories of Agus Suprijono and Siti Nurhasanah, Agus Jayadi, and Rika Sa'adah.

The researchers' findings in the field revealed the impact of student engagement in Islamic religious education at SMAN I Kutorejo: first, increased understanding of the material, second, improved social skills, third, increased motivation and participation, fourth, developed communication skills, and fifth, reduced academic anxiety. In this case, the analysis, based on Abdul Majid's theory, states that the jigsaw method provides opportunities for students to collaborate with other students.³⁸ In addition, in the analysis of the theory according to Isjoni, the impact of the jigsaw method can improve students' behavior towards positive social adjustment and improve cooperative living skills..³⁹ It can be said that the implications of the jigsaw method of student activity are relevant to the theory according to Abdul Majid and Isjoni..

³⁶ Agus Suprijono, *Theory and Application*, (Surabaya; Education History Blog, 2009)

³⁷ Agus Suprijono, *Theory and Application*, (Surabaya; Education History Blog, 2009)

³⁸ Abdul Majid, *Learning Strategy*, (Bandung, PT Remaja Rosdakarya offset, 2013)

³⁹ Isjoni, *Cooperative Learning*, (Bandung, Alfabeta, 2010)

Conclusion

The implementation of Islamic religious education learning curriculum independence with the jigsaw method in increasing the activeness of students at SMAN I Kutorejo. The first implementation includes planning to prepare learning outcomes, learning objectives, learning objectives flow, learning plans and selecting materials along with making questions. Second, the educator explains the steps for implementing jigsaw learning, explains the material from the educator and forms groups randomly with 4-5 students from each group. The educator gives different questions but one material, then the educator gives time to discuss the original group to complete the answers to the questions. After completing the discussion with the original group, the educator instructs them to gather with the expert group to find out the results of the discussion with the original group. Presenting the results of the discussion then concludes the material. Third, the evaluation of the jigsaw method is seen from the activeness in discussing with the group, during the presentation of the results of the group discussion, the results of the work and conducting written or oral tests. The implications of student activeness in learning Islamic religious education using the jigsaw method have five impacts, namely, first, increasing understanding of the material, second, increasing social skills, third, increasing motivation and participation, fourth, developing communication skills, and fifth, reducing academic anxiety.

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