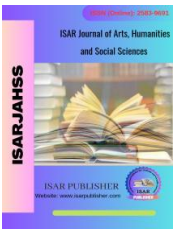
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The Influence of Christian Religious Education Learning with Jigsaw Model on Student Engagement and Learning Outcomes

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Abstract: This study aims to understand the impact of implementing Christian Religious Education learning using the Jigsaw model on students' participation levels and learning achievement. Data collection regarding the implementation of learning using the Jigsaw model on students' engagement levels and learning outcomes in class VIII-1 of SMP Negeri 2 Sei Bamban was conducted using a Likert-scale questionnaire. The Likert scale was employed to measure the attitudes, opinions, and perceptions of individuals or groups towards observed social phenomena. Data analysis was conducted through four stages: planning, action implementation, evaluation, and reflection. The results of the data analysis indicate that the average score of the learning questionnaire using the Jigsaw model on students' engagement levels and learning outcomes increased from cycle I to cycle III. This increase is reflected in the average score increment of 3.36 in cycle I, 3.42 in cycle II, and 3.47 in cycle III. Additionally, the correlation between teacher guidance/counseling and student study discipline also increased as the learning cycles progressed. This correlation increased from 80.8% in cycle I to 90.1% in cycle II, and reached 91.7% in cycle III.

Keywords: Christian Religious Education, Learning, Jigsaw Model, Student Engagement.

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Introduction

The term learning is closely related to the way information is delivered to guide actions and behaviors. It is closely associated with the concepts of learning and teaching. The processes of learning, teaching, and instruction are interconnected. Learning can occur without the presence of a teacher or formal teaching activities, while teaching encompasses all the efforts of teachers in the classroom context. Instruction involves the preparation of external events in a learning situation to facilitate the learning process, store information in memory, or transfer knowledge and skills to learners (Sullivan, 2017).

It was explained that instruction is a deliberate effort with specific goals and control to cause the learning process or produce sustained changes in another individual. From the above explanations, it can be concluded that instruction is a series of steps taken by the teacher to facilitate the students' learning process with the aim of changing behavior, through interactions between teacher and students as well as among the students themselves, through the arrangement, presentation, and management of learning materials.

Thus, Christian Religious Education (CRE) instruction can be defined as a series of steps taken by the teacher to facilitate the students' learning process with the aim of changing behavior, through interactions between teacher and students as well as among the students themselves, through the arrangement, presentation, and management of learning materials (Ariawan, 2020).

The lack of student engagement and suboptimal learning outcomes in CRE instruction is evident from the everyday classroom situation, where some students are busy working on tasks from other subjects, some seem less enthusiastic, and even show reluctance when asked to participate in evaluations. To address these issues, the application of a cooperative learning model is needed. In this context, the researcher chooses the Jigsaw cooperative learning strategy. This model is designed to create a dynamic learning environment where every student actively participates, so that the learning outcomes reflect the meaningful contributions of each learner. This study aims to examine the impact of the jigsaw model in Christian Religious Education on student engagement and academic achievement.

Method

Data collection regarding the implementation of the jigsaw model in Christian Religious Education on student engagement and learning outcomes in class VIII-1 at SMP Negeri 2 Sei Bamban was conducted using a questionnaire with a Likert scale model. The Likert scale is used to measure attitudes, opinions, and perceptions of individuals or groups toward observed social phenomena. Data analysis was carried out in four stages: planning, action implementation, evaluation, and reflection. The results of the data analysis showed that the average score of the questionnaire on the Jigsaw model of Christian Religious Education for student

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engagement and learning outcomes increased from cycle I to cycle III. This increase was reflected in the rise in the average score from 3.36 in cycle I, to 3.42 in cycle II, and 3.47 in cycle III. Additionally, the correlation between teacher guidance/counseling and student learning discipline also improved throughout the learning cycles. This correlation increased from 80.8% in cycle I to 90.1% in cycle II, and reached 91.7% in cycle III.

Result and Discussion

The survey results indicate that the average score for the Christian Religious Education learning questionnaire using the Jigsaw model in cycle I was 3.36. Meanwhile, the average score for learning in cycle II increased to 3.42. In cycle III, which was conducted over four hours (two sessions), the average score reached 3.47.

Instruction is an educational intervention process that is planned with specific goals, utilizing certain materials or procedures aimed at achieving those goals, and includes evaluation to measure the expected behavioral changes. Instruction is a process involving two key aspects: students learning with a focus on the tasks they need to complete, while teachers teach with a focus on the tasks they need to perform as educators. The expert defines instruction as a series of actions designed to support the learning process of students, taking into account external factors that influence the internal processes occurring within the students (Francis & Smith, 2017).

Considering the above explanations, the instructional process in educational institutions is conducted in an interactive, inspirational, engaging, and challenging manner, encouraging students to actively participate. It provides sufficient space for initiative, creativity, and independence according to the potential, interests, and physical and psychological development of the students. Throughout the instructional process, educators serve as role models, plan, implement, evaluate, and supervise learning to achieve effectiveness and efficiency, thereby optimizing learning outcomes (Hockett & Morton, 2017).

Christian Religious Education is the church's conscious effort to educate its members to fully inherit the Christian faith, in accordance with biblical teachings, and to train them to live in harmony with the principles of the Christian faith. This aims to develop them into mature church members who understand, are confident in their faith, and practice it in their daily lives. Therefore, Christian Religious Education is the process of passing on Christian faith values. It involves the collective participation of practitioners in addressing relevant spiritual issues in the current context, discussing the narratives of the Christian faith community, and envisioning the fulfillment of the spiritual kingdom, which is the presence of valuable principles among us today (Kristyana, & Wahyuni, 2021).

Christian Religious Education refers to the church's responsibility as a faith community to develop and strengthen its members through the learning process. As seen in the implementation of Christian Religious Education, it is an obligation to be provided to Christian students in the school environment. E.G. Homrighausen emphasizes that the approach to Christian Religious Education should be based on biblical principles as the authoritative source and Christ as the central focus, with the ultimate goal of developing faith maturity in students (Homrighausen dan Enklaar, 2019).

From the various conceptions of learning previously discussed, it can be concluded that learning refers to a series of steps taken by the teacher to facilitate the learning process in students with the aim of changing behavior. This occurs through interactions between the teacher and students, as well as among the students themselves, by organizing, presenting, and managing the learning materials and situation (Brobst, 2014).

From the previous explanation, the essence of Christian Religious Education (CRE) learning is a deliberate effort, with clear and directed objectives, to facilitate the learning process in students so that continuous change occurs within them. The goal is to educate students to accept and understand the Christian faith and its teachings, as outlined in the Bible, and to train them to live in accordance with the principles of the Christian faith. This aims to develop them into mature church members who understand and practice their faith in daily life.

Thus, it can be concluded that CRE learning is the conscious effort of the teacher to educate, train, and guide students with the aim of achieving behavioral change. This effort is driven by the guidance of the Holy Spirit and faith in Jesus Christ, and promotes a harmonious life reflected in the daily practice of love (Bacon, 2013).

The foundation of the cooperative learning approach is constructivism. Constructivism posits that learning is a process in which students must individually discover and transform complex information according to their own understanding, test this information against established standards, and revise it if necessary. Cooperative learning encourages students to actively and positively interact within groups, allowing for the exchange of ideas and self-assessment in a supportive environment. This approach aims to:

- Create a conducive learning environment,

- Provide motivation to explore and develop students' potential,

- Encourage activeness and creativity,

- Ensure dynamism in the learning process.

Besides emphasizing activities and creativity, a learning process also demands balanced interaction. This interaction includes communication between the teacher and students, among the students themselves, and between students and the teacher. In the learning context, diverse communication allows for the desired activities and creativity to emerge. One example of a learning model that emphasizes this aspect is the jigsaw model (Ariawan, 2018).

The jigsaw model originates from the concept developed by Aronson and his colleagues. In this model, learning groups are divided into two main categories:

1. Expert group, and

2. Home group.

The learning material is divided into several parts, which are studied by the expert groups. Each member of the expert group must understand the material thoroughly to explain it to their home group. After mastering the material within the allotted time, the students return to their home groups. Each member of the home group is responsible for ensuring that all members understand the

material in preparation for evaluation by the teacher or to solve assigned problems.

A result is something obtained or received by an individual through their own efforts or from what has been done or achieved, whether positive or negative. In the context of school education, learning activities are the core of the process. This indicates that the success in achieving educational goals is greatly influenced by the learning experiences undergone by students as learners. According to Law Number 20 of 2003 on the National Education System, the purpose of education is to develop individual capabilities and shape character and a respectable national civilization, with the aim of enhancing the intelligence and quality of life of the community. Education aims to enrich the potential of learners to become individuals who have faith and devotion to God Almighty, exhibit good morals, are healthy, knowledgeable, skilled, creative, independent, and become democratic and responsible citizens. To achieve these goals, students as learners need to be willing to learn to attain the established educational objectives. However, the question arises, what exactly does learning mean? With an increasing number of differing views on learning, whether it is through practice, memorization, the collection of facts, or the study of specific questions.

Learning is demonstrated through behavioral changes resulting from experience. Learning is a process of relatively stable individual behavior change influenced by experience and interaction with the environment, involving cognitive processes. Learning involves change, which in turn leads to the mastery of new skills. These changes occur as a result of efforts made. It can be concluded that learning is an active process aimed at achieving changes in a person's life. Learning outcomes occur through the interaction between learning and teaching processes. For teachers, learning outcomes are indicated by final evaluations. For students, learning outcomes mark the end of the learning process. For some, learning outcomes may reflect the teacher's success in achieving instructional goals, while for others, they may indicate the student's increased mental capacity. Learning outcomes can be divided into measurable teaching impacts, such as grades on report cards or skills acquired through practice, and collateral impacts that involve the application of knowledge and skills in other contexts, namely transfer of learning (Watkin, 2018).

Conclusion

From the findings of this research, several conclusions can be drawn as follows:

1. There was an increase in the average score of Christian Religious Education (CRE) learning using the Jigsaw model from cycle I to cycle III. In cycle I, the average score was 3.36, increased to 3.42 in cycle II, and reached 3.47 in cycle III.
2. The correlation between CRE learning using the Jigsaw model also increased from cycle I to cycle III. In cycle I, the correlation was 80.8%, increased to 90.1% in cycle II, and reached 91.7% in cycle III.
3. Thus, it can be concluded that CRE learning using the Jigsaw model has a significant influence on increasing student engagement and learning outcomes in class VIII-1 at SMP Negeri 2 Sei Bamban.

Considering the satisfactory outcomes obtained in this action research, several suggestions can be proposed as follows:

1. Christian Religious Education teachers are advised to implement the Jigsaw model of learning method to enhance student engagement and learning outcomes. Consequently, it is expected that the learning outcomes can be more optimal.
2. Students are encouraged to demonstrate obedience and earnestness in participating in Christian Religious Education classes at school, for the sake of their spiritual growth.
3. Parents are recommended to continue providing guidance and support to their children at home, especially for those entering adolescence, who need direction to achieve their desired goals.
4. To enhance the quality and outcomes of learning through classroom actions, it is suggested that the government provide additional financial support, such as block grants, to teachers to support the implementation of classroom actions.

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