

## **Application of Jigsaw Learning Model to Increase Student Involvement in Civic Education**

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### **Abstract**

*This study aims to evaluate the application of the Jigsaw learning model in enhancing student engagement in the Civics Education course. Using a quantitative approach with a quasi-experimental design, this study involved students enrolled in the course and measured their engagement before and after the implementation of the Jigsaw model through questionnaires, observations, and in-depth interviews. The results showed a significant increase in student engagement after the implementation of the Jigsaw model, reflected in active participation, learning motivation, and collaboration among students. This model proved effective in creating a more interactive and collaborative learning environment. However, some challenges such as students' readiness to collaborate were also identified. This study suggests that the Jigsaw model be applied more widely in other courses that require more active student engagement.*

**Keywords:** Jigsaw Learning Model, Student Engagement, Civics Education, Collaborative Learning, Higher Education.

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## INTRODUCTION

Civic education has an important role in shaping students' character and understanding of their rights, obligations, and responsibilities as citizens.<sup>1</sup> In the context of higher education, civic education learning not only serves to provide knowledge about the country and the government system, but also to build social awareness and skills in interacting with the community. However, in practice, many students are less involved in the learning process of Civic Education. This is often caused by learning methods that tend to be conventional and do not involve active student participation.<sup>2</sup>

One way to increase student engagement in learning is to apply more interactive and collaborative methods. The Jigsaw learning model is one approach that can overcome this problem.<sup>3</sup> The Jigsaw model is designed to encourage students to work together in small groups, teach each other, and take responsibility for understanding the material.<sup>4</sup> In this model, each student is given a different piece of material and they must work together with other group members to share the information and knowledge they have learned.<sup>5</sup>

The application of the Jigsaw learning model in the Civic Education course is expected to increase student involvement by facilitating more active and collaborative learning.<sup>6</sup> This model not only encourages students to delve deeper into the material, but also develops social and communication skills that are important in community life. In addition, by working in groups, students can also understand different points of view, enrich their knowledge of civic topics, and build an attitude of mutual respect.<sup>7</sup>

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<sup>1</sup> Rahayu, F. T., Sofyan, F. S., & Firmansyah, Y. (2023). Analysis of the results of the application of the jigsaw-type cooperative model in PPKn learning to overcome the problem of academic anxiety. *Journal of Civic and Political Education*, 1(1), 43-49.

<sup>2</sup> Nurhadi, M., Anitah, S., & Akhyar, M. (2014). The Difference in the Effect of the Application of Non-Exampel and Jigsaw Type Cooperative Learning Models on Civic Education (PKN) Learning Achievement Reviewed from the Learning Interest of Junior High School Students in Undaan District, Kudus Regency. *Journal of Educational and Learning Technology*, 2(1), 113-126.

<sup>3</sup> Su'udiyah, U. (2019). APPLICATION OF THE LEARNING METHOD OF "JIGSAW" ON MARRIAGE MATERIAL IN THE THIRD SEMESTER ISLAMIC LAW SUBMATERIAL. *JOURNAL OF COULUTUS*, 2(1), 17-30.

<sup>4</sup> Jasrudin, J., & Putra, Z. (2019, September). STAD TYPE COOPERATIVE LEARNING MODEL IN AN EFFORT TO IMPROVE STUDENT LEARNING OUTCOMES IN THE PKN. In *National Seminar on Education and Learning 2019* (pp. 369-377).

<sup>5</sup> Sukanti, S. (2012). *Increasing the Learning Responsibility of Civic Education through the Jigsaw Learning Model in Grade V Students Semester I of SD Negeri I Gosono, Wonosegoro District, Boyolali Regency in 2012/2013* (Doctoral dissertation, University of Muhammadiyah Surakarta).

<sup>6</sup> Tofani, L., Pagarra, H., & Sayidiman, S. (2024). Application of Jigsaw-Type Cooperative Learning Model to Improve Student Learning Outcomes in Elementary Schools. *Mindset: Journal of Educational and Learning Thinking*, 4(1), 17-24.

<sup>7</sup> Andriyani, U. N. (2016). *Application of the Examples Non Examples Learning Model in Improving the Learning Outcomes of Grade IV Students in the Subject of Civic Education (PKN) at Madrasah Ibtidaiyah*

This study aims to examine the application of the Jigsaw learning model in increasing student involvement in civic education. Through this research, it is hoped that a deeper understanding of the effectiveness of this model in creating a more interesting, participatory, and meaningful learning experience for students can be obtained. The findings of this study are also expected to contribute to the development of teaching methods in higher education, especially in improving the quality of learning in the field of Civic Education.<sup>8</sup>

## RESEARCH METHODS

This study uses a quantitative approach with a quasi-experimental design to analyze the application of the Jigsaw learning model in increasing student involvement in the Civic Education course. This approach was chosen because it allowed to evaluate changes in student engagement before and after the application of the Jigsaw model, although there was no random division of control groups.<sup>9</sup>

### 1. Research Design<sup>10</sup>

This study uses a quasi-experimental design with a *pre-test* and *post-test approach* to measure changes in student engagement. The pre-test was conducted before the application of the Jigsaw model to determine the level of student involvement at the beginning of learning, while the post-test was conducted after the application of the Jigsaw model to measure changes in the level of involvement.

### 2. Population and Sample

The population in this study is students who take Civic Education courses at a university. The research sample will be selected using *the purposive sampling* technique, with the criteria of students who actively participate in Civic Education learning and are willing to participate in the research. The number of samples taken will be adjusted to the number of available classes and the possible distribution of research time.

### 3. Research Instruments

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Nurussalam Sidogede, Belitang District, East OKU Regency (Doctoral dissertation, UIN Raden Fatah Palembang).

<sup>8</sup> Nurgiansah, T. H., Pratama, F. F., & Nurchotimah, A. S. I. (2021). Classroom action research in civic education. *Journal of PKN Education (Pancasila and Citizenship)*, 2(1), 10-23.

<sup>9</sup> Tersiana, A. (2018). *Research methods*. Great Child of Indonesia.

<sup>10</sup> Ramdhan, M. (2021). *Research methods*. Cipta Media Nusantara.

To measure student engagement, the research instruments used consist of:<sup>11</sup>

- a. Student Engagement Questionnaire: This questionnaire contains questions that measure the level of student engagement in learning, including active participation, motivation to learn, and interaction in group discussions. A 5-point Likert scale (1 = strongly disagree, 5 = strongly agree) will be used to measure respondents' answers.
- b. Observation Sheet: Used to record student behavior during the learning process involving the application of the Jigsaw model. This observation aims to observe the level of interaction, collaboration, and participation of students in groups.
- c. In-Depth Interviews: Interviews were conducted with several students to gain deeper insights into their experiences using the Jigsaw model and its impact on their engagement in civic education learning.

#### 4. Research Procedure

##### a. Preparation Stage:

- 1) Develop a learning plan with a Jigsaw model that includes the distribution of materials relevant to the topic of Civic Education.
- 2) Prepare questionnaires, observation sheets, and interview guides for data collection.

##### b. Implementation Stage:

- 1) Pre-test: Prior to the implementation of the Jigsaw model, students are given a questionnaire to measure their level of engagement in learning.
- 2) Application of the Jigsaw Model: During the learning, students are divided into small groups and given different sections of the material. They study and explore their own material in an expert group, then teach their learning results to the members of the original group.
- 3) Post-test: After the application of the Jigsaw model, students were given the same questionnaire to measure the change in their engagement rate.
- 4) Observation and Interview: The researcher made observations during learning and conducted interviews with several students to collect qualitative data.

#### 5. Data Collection Techniques

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<sup>11</sup> Abdussamad, H. Z., & Sik, M. S. (2021). *Qualitative research methods*. CV. Syakir Media Press.

- a. Questionnaire: The questionnaire will be distributed to all students before and after the implementation of the Jigsaw model. This questionnaire measures their level of engagement in various aspects of learning.
- b. Observation: The researcher will observe class dynamics, interactions between students, and participation levels in group discussions.
- c. Interviews: In-depth interviews were conducted with several college students to explore their perceptions of the Jigsaw model and its impact on their learning experience.

## 6. Data Analysis

- a. Quantitative Analysis:
  - 1) The questionnaire data will be analyzed using descriptive statistical techniques to describe the characteristics of student engagement.
  - 2) The *paired sample t-test* will be used to analyze the difference between the pre-test and post-test scores of student engagement, to find out if there is a significant improvement after the application of the Jigsaw model.
- b. Qualitative Analysis:
  - 1) The interview data will be analyzed using thematic analysis techniques. Researchers will look for patterns and themes that emerge from students' responses regarding their experiences using the Jigsaw model and its impact on their engagement in learning.
  - 2) The results of the observations will be used to support qualitative analysis, focusing on the level of participation and interaction of students in groups.

## 7. Research Ethics

This research will be conducted by paying attention to research ethics, including consent from students to participate in research, confidentiality of personal data, and the right of students to withdraw from research at any time without consequences. All data collected will be used only for the purposes of this research.

With this approach, this study is expected to provide a clear insight into the effectiveness of the Jigsaw learning model in increasing student involvement in Civic Education learning.

## RESULTS AND DISCUSSION

The application of the Jigsaw learning model in the Civic Education course has proven to be effective in increasing student engagement. Quantitative and qualitative results show that this model can create a more collaborative, active, and in-depth learning atmosphere.

### **1. Increased Student Engagement**

The Jigsaw learning model emphasizes individual collaboration and responsibility within the group, which encourages students to be more engaged. In this model, each student must understand the part of the material that has been given and then teach the material to the members of their home group. This creates an atmosphere of mutual teaching that strengthens understanding and increases motivation to learn.<sup>12</sup>

This increase in engagement was also reflected in the observation results, which showed that students interacted with each other more often and were more active in group discussions. This more intensive interaction helps create a better understanding of the material and allows students to relate the concepts of citizenship to everyday life.

### **2. The Role of Jigsaw Models in Civic Learning**

Civic Education learning often faces challenges in making students active and understanding the material in depth. The Jigsaw model offers a solution by making students the center of learning. This model not only leads to an increase in academic knowledge, but also develops students' social and communication skills, which are important in the context of citizenship.<sup>13</sup>

Collaboration-based learning such as Jigsaw provides opportunities for students to develop public speaking skills, work in teams, and respect each other's views. These skills are very relevant in building good citizenship character, where students not only understand their rights and obligations as citizens, but are also able to contribute to community life.

### **3. Challenges in Jigsaw Model Implementation**

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<sup>12</sup> Pratama, E. Y., Tahalele, O., Cahyono, D., Franchisca, S., Rohani, T., & Sari, M. N. (2024). Game-Based Learning Training in Higher Education: Increasing Student Engagement and Motivation. *Community Development Journal: Community Service Journal*, 5(1), 1602-1607.

<sup>13</sup> Rochana, R., Darajatun, R. M., & Ramdhany, M. A. (2021). The effect of the implementation of the independent campus policy on student interest and involvement. *Journal of Business Management Education (JBME)*, 6(3), 11-21.

Despite the positive results, the implementation of the Jigsaw model also faces some challenges. Some students initially find it difficult to adjust to this model, especially when it comes to sharing materials and collaborating with their group mates. These challenges can usually be overcome by providing a clearer explanation of the roles and responsibilities of each person in the group.<sup>14</sup>

In addition, there is also a need for guidance from lecturers to facilitate group discussions and ensure that each group member actively participates. In some cases, there are students who are not comfortable speaking in front of a group, which can hinder interaction and learning.<sup>15</sup>

Overall, this study shows that the application of the Jigsaw learning model is effective in increasing student involvement in Civic Education courses. This model has succeeded in creating more active, collaborative, and interactive learning, which encourages students to be more involved in the teaching and learning process. In the future, the Jigsaw model can be applied more widely in other courses, especially those that require deep student involvement and understanding.

The recommendation for further research is to further examine the effectiveness of this model in the context of other courses and to pay attention to factors that can affect the successful implementation of this model, such as the activeness of lecturers and the readiness of students to collaborate.

## CONCLUSION

Based on the results of the research that has been carried out, it can be concluded that the application of the Jigsaw learning model in the Civic Education course has succeeded in significantly increasing student involvement. The application of this model allows students to participate more actively in learning, both through group discussions and interactions between classmates.

This study shows that the Jigsaw model encourages students to be responsible for their understanding of the material they teach to the origin group, thereby increasing their

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<sup>14</sup> Qiptiyyah, M. (2020). Improvement of PKN learning outcomes of Pancasila position and function material through the Jigsaw method of class VIII F MTs Negeri 5 Demak. *G-COUNS: Journal of Guidance and Counseling*, 5(1), 62-68.

<sup>15</sup> Moh Ramin et al., "STOCK PORTFOLIO DIVERSIFICATION STRATEGIES ON THE IDX TO REDUCE RISK" 4 (2023).

understanding and motivation to learn. In addition, this model also strengthens students' social and communication skills, which are important competencies in civics learning.

However, despite the positive results, there are several challenges in the implementation of this model, especially related to the readiness of students to collaborate and speak in front of groups. Therefore, more intensive assistance and direction from lecturers is needed to ensure the smooth implementation of this model.

Thus, the Jigsaw learning model can be an effective alternative to increase student involvement in civic education learning, and can be expanded to other courses that require active collaboration and in-depth understanding.

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