

## The Application of the Jigsaw Cooperative Learning Model to Improve Student Learning Outcomes in Class V Thematic Learning

1 Nurhaedah , Universitas Negeri Makassar

E-mail: [nurhaedahrahman04@gmail.com](mailto:nurhaedahrahman04@gmail.com)

2 Bhakti Prima Findiga Hermuttaqien, Universitas Negeri Makassar

E-mail: [bhakti@unm.ac.id](mailto:bhakti@unm.ac.id)

3 Lale Ziyadati Rahma Salsabila, Universitas Negeri Makassar

E-mail: [lale.ziyadati10@gmail.com](mailto:lale.ziyadati10@gmail.com)

---

### ARTICLE INFO

Original Article

**Received:** xx, xx.2023.

**Revised:** xx, xx.2023.

**Accepted:** xx, xx.2023.

doi:10.5937/IJESTxxx

UDK

xxx

---

### Kata Kunci:

*Model Pembelajaran  
Kooperatif tipe Jigsaw,  
Hasil Belajar Siswa*

---

### ABSTRACT

This study aims to describe learning outcomes in thematic learning for Class V SDN Boronganang Kec. Bontonompo Kab. Gowa. The focus of this research is the application of the Jigsaw Cooperative learning model and student learning outcomes in thematic learning. The approach used in this research is a qualitative approach with this type research, namely Classroom Action Research which consists of 2 cycles and each cycle consists of 2 meetings. The data analysis used is descriptive qualitative analysis. The results of the study show that there is an increase in the quality of learning, both in teacher-teaching activities and student learning activities as well as student learning outcomes. The results of observations of teacher teaching activities and student learning activities in cycle I were still in the poor category, while in cycle II there was an increase in the good category. The results showed that there was an increase in student learning outcomes in thematic learning through the application of the Jigsaw cooperative learning model. The test results of cycle I mean that the average student score has not reached the KKM that has been determined, while in cycle II there has been an increase where the average student score has met the KKM that has been determined. The conclusion of this study is that the application of the Jigsaw Cooperative learning model can improve student learning outcomes in thematic learning class V SDN Boronganang Kec. Bontonompo Kab. Gowa.

### ABSTRAK

Penelitian ini bertujuan untuk Mendeskripsikan Hasil Belajar Pada Pembelajaran Tematik Kelas V SDN Boronganang Kec. Bontonompo Kab. Gowa. Fokus penelitian ini yaitu penerapan model pembelajaran Kooperatif tipe *Jigsaw* dan hasil belajar siswa pada pembelajaran tematik. Pendekatan yang digunakan penelitian ini adalah pendekatan kualitatif dengan jenis penelitian yaitu Penelitian Tindakan Kelas yang terdiri dari 2 siklus dan tiap siklus terdiri dari 2 kali pertemuan. Analisis data yang digunakan adalah analisis deskriptif kualitatif. Hasil dari penelitian menunjukkan bahwa ada peningkatan kualitas pembelajaran, baik pada aktivitas mengajar guru dan aktivitas belajar siswa serta hasil belajar siswa. Hasil observasi aktivitas mengajar guru dan aktivitas belajar siswa pada siklus I masih berada pada kategori kurang, sedangkan pada siklus II mengalami peningkatan yang berada pada kategori baik. Hasil penelitian menunjukkan bahwa terjadi peningkatan hasil belajar siswa pada pembelajaran tematik melalui penerapan model pembelajaran kooperatif tipe *Jigsaw*. Hasil tes siklus I nilai rata-rata siswa belum mencapai KKM yang telah ditentukan, sedangkan pada siklus II mengalami peningkatan yang dimana rata-rata nilai siswa telah memenuhi KKM yang ditentukan. Kesimpulan dari penelitian ini adalah penerapan model pembelajaran Kooperatif tipe *Jigsaw* dapat meningkatkan hasil belajar siswa pada pembelajaran tematik kelas V SDN Boronganang Kec. Bontonompo Kab. Gowa.

---

© 2019 IJEST(Nurhaedah, Bhakti Prima Findiga Hermuttaqien, Lale Ziyadati Rahma Salsabila ). Seluruh hak cipta.

## INTRODUCTION

Education is a very important element in people's lives. Education is used to develop individuals in society. The purpose of education in society is to improve the standard of living as a form of increasing human resources.

Based on the task of education, namely to develop students' potential, it is necessary to have innovation in learning process activities so that the learning process can involve students actively. Innovations made in the learning process are one way to be able to properly implement the tasks of education. As an educator, teachers are required to be able to carry out learning innovations and master existing learning content materials. One form of innovation that is carried out is thematic learning in the world of education.

Learning is a child's activity to gain knowledge and skills. While the theme is a combination of several general concepts that can be put together in several ways. Thematic learning in the 2013 curriculum according to Anwar (2014) is based on the emergence of problems that arose in the implementation of the previous curriculum starting from content, competencies, and processes, to assessment problems (Rahmawati & Zidni, 2019). Mardianto (2011) argues that thematic learning can be interpreted as a learning activity by not separating subjects, but using themes to unite them at a certain time (M. A. Lubis, 2018).

In thematic learning, of course, expect satisfying learning outcomes. Student learning outcomes can be defined as achievements achieved by students academically through exams and assignments, and activeness in asking and answering questions that support the acquisition of these learning outcomes (Dakhi, 2020). In addition, "thematic learning is also expected to train students to work together, have a sense of responsibility towards themselves and the assignments given and train students to express their opinions during discussions in the learning process" (Husnah et al., 2022).

Based on the observation of learning outcomes in thematic learning of class V students at SDN Borongkanang Kec. Bontonompo Kab. Gowa is still said to be low. This is evidenced by looking at the final semester exam results. The data obtained consisted of 21 students and only 9 (30.83%) students who reached the KKM standard. While 12 (24.86%) students have not reached the KKM standard that has been determined, namely 70. The low student learning outcomes are influenced by factors, namely teacher factors and student factors. One solution or method that can be applied is to update the model during the learning process. One of the learning models that can be used is the Jigsaw cooperative learning model.

The Jigsaw cooperative learning model is a learning model consisting of several small groups. According to (N. A. Lubis & Hasrul Harahap, 2014) "Jigsaw-type cooperative learning is a learning method based on a form of multi-functional structure of study groups that can be used on all subjects and all levels to develop the expertise and skills of each group". The Jigsaw cooperative learning model is expected to be able to overcome the passive learning process to become active. Mikrayanti (2020:35) argues that "Jigsaw type learning apart from training students to improve their ability to work together, students are required to master the material according to their assignments which are discussed in the expert group, then it will be conveyed back to the original group". The Jigsaw type cooperative learning model is a learning model that provides experiences for students to be able to improve their thinking skills and provides opportunities for students to discuss and work together in a small group, so that students can help each other with maximum achievement.

The application of the Jigsaw cooperative learning model in thematic learning in class V at SDN Borongkanang is expected to improve student learning outcomes. Learning outcomes are changes in a person's behavior from an experience he has passed. Learning outcomes are broadly divided into three, namely: 1) knowledge or cognitive, 2) skills or skills, and 3) attitude or affective. The process of assessing student learning outcomes will help teachers to obtain information about student progress in an effort to achieve goals in the learning process. According to Muftahid (2020:468) "learning outcomes depend on planning the implementation of learning in the classroom, learning activities cannot be separated from planning the implementation of teaching and learning activities". Learning outcomes cannot be seen immediately without a treatment which shows that the treatment is able to prove the results obtained from learning. For example, changes in knowledge, skills, attitudes and factors that can affect the results achieved

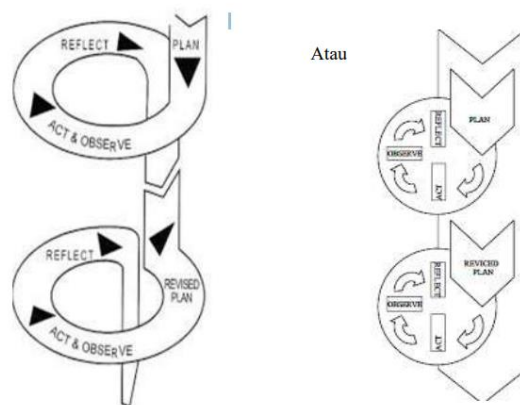
in the learning process. Because the expected learning outcomes are results that are able to change students to have better knowledge, skills and thinking skills.

The jigsaw cooperative learning model is expected to overcome passive learning. According to Slavin (2008) the success of the jigsaw cooperative learning model is interdependence, that is, each student depends on his team members to be able to provide the necessary information so that they can perform well during assessments. (Lubis dan Hasrul Harahap 2014, h.98). The Jigsaw type cooperative model that is applied to the thematic learning process is very suitable to be applied because it is expected that students can increase their understanding of the concepts learned during the learning process (Muklis, 2012). The application of the Jigsaw cooperative learning model is expected to be one of the efforts to improve student learning outcomes in class V thematic learning at SDN Borongkanang Kec. Bontonompo Kab. Gowa.

**METHOD**

This study uses a qualitative approach using a type of classroom action research. The subjects in this classroom action research were teachers and fifth grade students at SDN Borongkanang Kec. Bontonompo Kab. Gowa. In that class there was 1 class teacher and 21 students consisting of 12 girls and 9 boys. Data collection techniques in this study used activity observation, learning achievement tests, and activity documentation. Data analysis techniques using qualitative descriptive techniques. The following is an overview of the cycle in classroom action research based on the Kemmis & McTaggart model.

Figure 1. Classroom Action Research according to Kemmis & Mc Taggart



Source: (Kusumah & Dwitagama, 2011:21)

**RESULTS AND DISCUSSION**

**Results**

**a. Observation of Teacher Teaching Activities**

Based on the data on the observation sheet of teaching activities for class V teachers at SDN Borongkanang, Kec. Bontonompo Kab. Gowa, which was carried out during the thematic learning process concerning the steps of the Jigsaw type cooperative learning model in cycle I and cycle II at each meeting experienced an increase in the implementation of the learning process using the Jigsaw type cooperative learning model, which can be seen in table 1 below This.

Table 1. Observation Results of Teacher Teaching Activities

Teacher Activities	Cycle I		Cycle II	
	Meeting I	Meeting II	Meeting I	Meeting II
	Implemented Indicators	14	15	18

<b>Presentase</b>	66,67%	71,42%	85%	90%
<b>Category</b>	Enough	Enough	Good	Good

Based on Table 1, data is obtained that in cycle I there are still indicators in the learning process that have not been implemented by the teacher. Thus, the percentage of meeting I and meeting II in cycle I was still in the sufficient category with the percentage of meeting I 66.67% and meeting II 71.42%. Whereas in cycle II there was an increase with the percentage of the first meeting 85% which was in the good category and the second meeting 90% was in a good category.

### b. Observation of Student Learning Activities

Based on the data on the observation sheet of class V students' learning activities at SDN Borongkanang, Kec. Bontonompo Kab. Gowa, which was carried out during the thematic learning process concerning the steps of the Jigsaw type cooperative learning model in cycle I and cycle II at each meeting experienced an increase in the implementation of the learning process using the Jigsaw type cooperative learning model, which can be seen in table 2 below. This.

Table 2 Observation Results of Student Learning Activities

Student Activities	Cycle I		Cycle II	
	Meeting I	Meeting II	Meeting I	Meeting II
<b>Implemented Indicators</b>	11	11	18	20
<b>Presentase</b>	52%	52%	85,71%	95,23%
<b>Category</b>	Not Enough	Not Enough	Good	Good

Based on Table 2, it was found that the learning activities of class V students at SDN Borongkanang in cycle I were still in the less category with a percentage of 52% at meeting I and meeting II. This is because the indicators that have been implemented are still difficult for some students to carry out properly. Whereas in cycle II there was an increase at meeting I with a percentage of 85% in the good category and meeting II with a percentage of 90% in the good category. The increase in student learning activities from Cycle I to Cycle II was because in cycle II some students in cycle I had difficulty implementing certain indicators which could be implemented well in Cycle II.

### c. Student Learning Outcomes

Measurement of student learning outcomes after the learning process was carried out in cycle I and cycle II by applying the Jigsaw cooperative learning model at meetings I and II, an evaluation test was given at the end of the lesson. Data on the results of individual tests carried out in class V at SDN Borongkanang regarding learning outcomes in thematic learning through the application of the Jigsaw-type cooperative learning model, can be seen in the following table.

Table 3. Data on Evaluation of Student Learning Outcomes Thematic Learning Class V at SDN Borongkanang through the application of the Jigsaw Type Cooperative Learning Model Cycle I

No	Value Acquisition	Frequency	Presents	Category
1.	0 – 69	16	76%	Not Complete
2.	70 – 100	5	24 %	Complete
	Total	21	100%	

Based on table 3 shows 21 grade V students at SDN Borongkanang Kec. Bontonompo Kab. Gowa, there are 16 students (76%) who do not achieve learning mastery with a range of scores ranging from 0-69. While 5 students (24%) have achieved learning mastery with a range of scores ranging from 70 to 100. Thus, it can be concluded that the success achieved by students classically has not shown the level of achievement of the success indicator set by the researcher, namely 70% who get the grade according to the KKM determined by the school, namely 70.

Table 4. Data on Evaluation of Student Learning Outcomes Thematic Learning Class V at SDN Borongkanang through the application of the Jigsaw Type Cooperative Learning Model Cycle II

No	Value Acquisition	Frequency	Presents	Category
1.	0 – 69	9	19%	Not Complete
2.	70 – 100	17	81 %	Complete
Total		21	100%	

Based on table 4 shows 21 grade V students at SDN Borongkanang Kec. Bontonompo Kab. In Gowa, there were 9 students (19%) who did not achieve mastery learning with a range of scores ranging from 0 to 69. Meanwhile, 17 students (81%) had achieved learning completeness with a range of scores ranging from 70 to 100. Thus, it can be concluded that success classically achieved by students already shows the level of achievement of the success indicator set by the researcher, namely 70% who get a score according to the KKM determined by the school, namely 70.

Based on the results of the final test in cycle I, students' learning completeness was in the range of 0-69 with a percentage of 76% which indicated that 16 out of 21 students in class V did not achieve the predetermined mastery score. Whereas in cycle II the students' final test results showed that the student's mastery scores were in the range of 70-100 with a percentage of 81% consisting of 17 out of 21 grade V students who achieved the predetermined learning completeness score. From the results of the final tests conducted in cycle I and cycle II, there was an increase. This is evidenced by the number of students who are in the complete category in the final test of cycle II.

## Discussion

Classroom action research conducted in class V SDN Borongkanang was carried out in two cycles. The research results consist of student activities, teacher teaching activities, and the results of student learning evaluations in the thematic learning that occurs in cycles I and II. Before carrying out cycles I and cycle II researchers must prepare learning tools that will later support and assist researchers in carrying out research.

Based on the results of the implementation of the first cycle of the first meeting, it is known that the application of the Jigsaw cooperative learning model in teacher-teaching activities is in the sufficient category, and student learning activities are in the less category. Whereas at the second meeting, the teacher's activity increased, namely in the sufficient category, and student learning activities also increased because they were in the sufficient category. At the third meeting, an evaluation test of learning outcomes was carried out. From the evaluation test conducted, 5 students scored above the KKM while 16 students scored below the KKM.

The implementation in cycle I had not been carried out optimally because the researcher's (teacher) mastery of most of the learning implementation plans was quite good, but there were still steps in the learning implementation plan that was not optimal, such as the division of student groups that were not heterogeneous with student abilities. This is in line with the opinion Rusman (2014: 217) "The jigsaw-type cooperative learning model is a learning activity by dividing students into cooperative groups consisting of four people and each student is responsible for the topic assigned by the teacher to be discussed again with a new group" (Lutfia & Muhammadi, 2022). Based on time management, it is still lacking which is one of the causes of missed learning steps, this is because the duration of the learning video is long enough so that students don't have enough time for discussion. Mastery of the material is still repeated because there are still some students who do not know the intent and purpose of the assignments given. Some students still do not cooperate and participate in their respective groups so sometimes only 2-3 students work in one group, this is because the division of groups is not heterogeneous so the discussion process is only carried out by active students. Researchers do not maximize giving guidance to each group in discussing the tasks assigned with their group mates. In line with the opinion of Majid (2013) described (Diyana & Atok 2021) The drawbacks of the Jigsaw cooperative learning model are that it takes a long time and students tend to pick and choose group mates whom they think are smart.

Based on the results of the implementation of the second cycle, it can be seen that there is an increase in the quality of learning, both from the teacher's teaching activities which are in the good category, and student learning activities are in the good category at the first meeting of cycle II. At the second meeting, the

teacher's teaching activity also increased to the good category and student learning activities increased to the good category. From the evaluation tests conducted, 17 students scored above the KKM while 4 students still scored below the KKM. Based on the success indicators of the evaluation test results in cycle II, the target was reached, namely 16 students scored above the KKM.

Success in cycle II occurred because researchers had improved the implementation of learning by the learning implementation plans that had been made, such as the division of groups of students was heterogeneous based on the results of reflection from cycle I. This was in line with the opinion of Werdiningsih & Mukhlisin (2021: 63) that teachers are required to have sensitivity to the condition of their students. During the election of group members, the teacher can determine which students are classified as smart, clever, lacking, and weak. Students who are good at getting along and those who are not good at getting along, and also economic background. This must be done so that group members consist of heterogeneous intelligence. Researchers have conveyed the material very well, namely by conveying learning material in a clear voice and baiting students by asking questions. When the teacher divides into groups, students can be properly directed and accept group members who are distributed heterogeneously, although there are still some less orderly groups. Furthermore, researchers have maximized time during the learning process by reducing the duration of learning video playback so that students have enough time to discuss. When the teacher explains the learning material, students pay close attention even though there are still some students who are less focused on listening to the teacher's explanation, this becomes a process of guidance from the teacher to refocus on listening to the teacher's explanation. Students who experience improvement but do not complete it at the time of evaluation will be given additional tutoring every time school ends.

Based on the results of the teacher's teaching observations, observations of student activities, as well as increasing the results of the evaluation test results of student learning from cycle I to cycle II. Line with the opinion of Wulandari & Surjono (2013) suggests that model collaboration in learning has an influence on student learning outcomes and can increase student learning motivation (Kahar et al., 2020). So it can be concluded that the application of the Jigsaw cooperative learning model in thematic learning can improve the learning outcomes of fifth-grade students at SDN Borongkanang.

## CONCLUSION

Based on the results of the research analysis that has been carried out under the title Application of the Jigsaw Cooperative Learning Model to Improve Student Learning Outcomes in Class V Thematic Learning at SDN Borongkanang Kec. Bontonompo Kab. Gowa has shown good results. This can be proven by looking at the results of observation sheets of teacher teaching activities, student learning activities, and the results of evaluation tests in cycle I and cycle II, where each meeting has increased. In the first cycle, the first meeting of the teacher's teaching activities was in the sufficient category, in the second meeting the teacher's teaching activities were still in the sufficient category, and the student learning activities in the first cycle the first meeting were in the less category, and in the second meeting it was in the sufficient category and the results test student learning in cycle I there were still many students who scored below the KKM, namely 16 students. Whereas in the second cycle, the first meeting the teacher's teaching activities were in the good category, in the second meeting the teacher's teaching activities were in the good category, and student learning activities in the second cycle the first meeting were in the good category, and in the second meeting they were in a good category, and the test learning outcomes in cycle II increased with 17 students scoring above the KKM. Thus it can be concluded that the application of the Jigsaw cooperative learning model can improve student learning outcomes in thematic learning class V SDN Borongkanang.

## SUGGESTION

The application of the Jigsaw cooperative learning model in the learning process is expected to be an alternative teacher in teaching. In addition, the application of the Jigsaw cooperative learning model for students can train them to work together in a group and be responsible for the tasks given.

## REFERENCE

Dakhi, A. S. (2020). Peningkatan Hasil Belajar Siswa. *Jurnal Education and Development*, 8(3), 350–361.  
<https://doi.org/10.36418/japendi.v1i3.33>

Diyannah, I., & Atok, A. R. Al. (2021). Peningkatan Kemampuan Berpikir Kritis Siswa Melalui Model Pembelajaran Kooperatif Tipe Jigsaw dengan Media Game Monopoli. *Jurnal Ilmiah Pendidikan*

*Pancasila Dan Kewarganegaraan*, 6(1), 201. <https://doi.org/10.17977/um019v6i1p201-209>

- Hindarwati, M., Setiyanto, D., & Hajron, K. H. (2020). Upaya Meningkatkan Hasil Belajar Siswa Melalui Model Kooperatif Learning Type Jigsaw Pada Siswa Kelas IV. *Prosiding Konferensi Ilmiah Dasar*, 3, 467–474. <http://jurnal.primagraha.ac.id/index.php/jp3m/article/view/54>
- Husnah, Nurhaedah, & Hamka, M. (2022). Meningkatkan Hasil Belajar Melalui Model Pembelajaran Cooperative Learning Pada Siswa Kelas II SDN No.39 Centre Palleko. *Pinisi Journal PGSD*, 39, 2798–9097.
- Kahar, M. S., Anwar, Z., & Murpri, D. K. (2020). Pengaruh Model Pembelajaran Kooperatif Tipe Jigsaw Terhadap Peningkatan Hasil Belajar. *AKSIOMA: Jurnal Program Studi Pendidikan Matematika*, 9(2), 279–295. <https://doi.org/10.24127/ajpm.v9i2.2704>
- Kusumah. Dwitagama. (2011). *Mengenal Penelitian Tindakan* (Edisi: 2). PT. Indeks.
- Lubis, M. A. (2018). Pembelajaran Tematik di SD/MI Pengembangan Kurikulum 2013. In *Samudra Biru* (Vol. 7, Issue 6). <http://www.ncbi.nlm.nih.gov/pubmed/26849997%0Ahttp://doi.wiley.com/10.1111/jne.12374>
- Lubis, N. A., & Hasrul Harahap. (2014). Pembelajaran Kooperatif Tipe Jigsaw. *Jurnal As-Salam*, 1(1), 67–84.
- Lutfia, W., & Muhammadi. (2022). Pengaruh Model Pembelajaran Kooperatif Tipe Jigsaw Terhadap Hasil Belajar Siswa Dalam Pembelajaran Tematik Terpadu di Kelas IV SD Negeri 04 Garegeh Kota Bukittinggi. *Journal of Basic Education Studies*, 5(1), 1020–1031.
- Mikrayanti. (2020). Pengaruh Pembelajaran Kooperatif Tipe Jigsaw Terhadap Peningkatan Hasil Belajar Siswa. *Supermat (Jurnal Pendidikan Matematika)*, 4(1), 33–39. <https://doi.org/10.33627/sm.v4i1.355>
- Muklis, M. (2012). Pembelajaran Tematik. *Fenomena*, IV(14), 66.
- Rahmawati, B. F., & Zidni. (2019). Identifikasi permasalahan-permasalahan dalam pembelajaran ips 1. *Fajar Historia*, 3, 1–10.
- Werdiningsih, E., & Mukhlisin, M. I. (2021). Penerapan Model Pembelajaran Kooperatif Tipe Jigsaw di Kelas. *Jurnal Pendidikan Berkarakter*, 4(2), 60–65. <http://journal.ummat.ac.id/index.php/pendekar>