APPLICATION OF JIGSAW-TYPE COOPERATIVE LEARNING MODEL TO IMPROVE PKN LEARNING OUTCOMES IN CLASS V AT SD NEGERI 79 LUBUKLINGGAU

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Abstract : This study was conducted to determine the effectiveness of the application of the Jigsaw type cooperative learning model in improving the learning outcomes of Civic Education (PKn) students in grade V of SD Negeri 79 Lubuklinggau. This study is experimental research using the One Group Pretest and Post-test Design method. The number of class V students was 18 people who were the research sample. The instrument used was a multiple-choice test of 20 questions given before and after the application of the model. Based on the results of data analysis, a significant increase in student learning outcomes was obtained after the implementation of the Jigsaw learning model. Most students have achieved the Minimum Completeness Criteria (KKM) set by the school. The Jigsaw learning model can increase students' activeness, sense of responsibility, and the ability of cooperative skills in understanding the material. This study proposes the use of the Jigsaw learning model as an alternative to active learning in PKn subjects in elementary schools. Thus, the Jigsaw model has been shown to be effective in improving learning outcomes and student participation in PKn learning in elementary schools.

Keywords: Cooperative Learning, Jigsaw, Learning Outcomes, PKn, Elementary School

INTRODUCTION

Education is the main means in producing the next generation of the nation who are intelligent, independent, and have noble character. In the context of basic education, teachers have a very vital role because they are facilitators, motivators, and innovators in the learning process. One of the indicators of educational success can be seen from the extent to which students have achieved the best learning outcomes in each subject, including Civic Education (PKn).

PKn is a subject that aims to develop the character of students to become law-abiding citizens, understand their rights and obligations, and have a spirit of patriotism and nationalism. According to the Regulation of the Minister of National Education No. 22 of 2006, PKn emphasizes the formation of citizens who understand and are able to carry out their rights and obligations as intelligent, skilled, and characterful Indonesian citizens.

In practice, the implementation of Civic Education (PKn) in elementary schools often encounters obstacles that include various aspects. The results of observations and interviews with grade V teachers of SD Negeri 79 Lubuklinggau show that the lecture method is still dominant, the use of learning media is very lacking, and student interaction during the learning process is still lacking. As a result, most students do not understand the material in depth, are passive in following lessons, and the learning results have not reached the KKM target.

To address these problems, an innovative, student-centered approach to learning is needed. One of the learning models that has proven to be very effective is the Jigsaw-type cooperative learning model. This model was created and developed so that students can learn collaboratively by exchanging information and being responsible for the part of the material they learn. Through the Jigsaw method, students do not only act as "mini teachers" for their peer groups. This not only improves the understanding of the material but also increases the sense of responsibility, strengthens social interaction, and makes it easier for students to understand the material.

First of all, research that has been done before shows that the Jigsaw model is able to improve students' learning achievement. One of these studies is Apipah (2020) and Alfazr et al. (2016) who stated that the model can improve students' thinking, communication, and cooperation skills.

Based on this background, this study is focused on the application of the Jigsaw-type cooperative learning model to improve the learning outcomes of KPKn students in grade V of SD Negeri 79 Lubuklinggau. This study aims to find out whether the Jigsaw model is effective in improving the understanding of the concept of PKn and student learning completeness.

Based on this background, the formulation of the problem in this study is: *"Is the Jigsaw-type cooperative learning model effective in improving the learning outcomes of Civic Education (PKn) in grade V students of SD Negeri 79 Lubuklinggau?"*

This research is expected to make a theoretical contribution to the development of collaboration-based active learning strategies. Practically, the results of this study can be a reference for teachers in applying more interactive learning methods, as well as a consideration for schools in improving the quality of PKn learning which not only focuses on cognitive, but also social aspects and the character of students.

RESEARCH METHODOLOGY

This study is a quantitative research with a pseudo-experimental approach (*quasi experiment*). The research design used is One Group Pre-test and Post-test Design, which is one group is given an initial test (*Pre-test*), then given treatment (*treatment*), and ends with a final test (*post-test*). The population in this study is all

grade V students of SD Negeri 79 Lubuklinggau which totals 18 students, consisting of 7 male students and 11 female students. Because the number is small, the sampling technique used is saturated sampling, where the entire population is sampled. The main instrument used was a multiple-choice test of 20 questions that had been tested for validity, reliability, difficulty, and differentiation. Data is collected through two stages: **Pre-test** to find out the student's initial ability. And **Post-test** after learning using the Jigsaw model. Data analysis was carried out in a quantitative descriptive manner and hypothesis test using the Z test. Instrument validity test using biserial point correlation, reliability using KR-20, and difficulty index and differentiating power were calculated to ensure the quality of the questions.

RESEARCH RESULTS

Pre-test and Post-test results

Based on the results of the tests carried out, the following data was obtained:

Test Type	Grade Point Average	Completeness
Pre-test	62,33	33%
Post-test	80,44	89%

The data shows that before the implementation of the Jigsaw learning model, only 33% of students achieved the KKM. After the model was applied, there was an increase in learning completeness to 89%. This shows that the Jigsaw learning model is effective in improving the learning outcomes of PKn students in grade V of SD Negeri 79 Lubuklinggau.

This increase is not only seen from the average score, but also from the increase in student participation during the learning process. Observations show that students are more active in asking questions, answering, and discussing. They were more enthusiastic in participating in group activities and helping each other in understanding the material.

Hypothesis test analysis using the Z test showed that the Zcal value > Ztabel was at a significance level of 5%, which means that there was a significant difference between the pre-test and post-test results. This indicates that learning with the Jigsaw model makes a real contribution to improving student learning outcomes.

Discussion

Positive student learning outcomes show that the Jigsaw learning model has a positive influence on the learning process. In this model, students are required to actively seek information, discuss in expert groups, and also convey their understanding to the group of origin. This strengthens students' understanding of the subject matter.

The Jigsaw model also encourages student engagement emotionally and socially. Students learn to respect each other's opinions, take responsibility for assignments, and convey ideas with confidence. Affective and social aspects are very important in civic education which is not only cognitively oriented but also on character formation.

In addition, the Jigsaw model provides a variety in the teaching and learning process that can avoid student boredom. The material taught becomes more interesting because it involves interactive activities. Teachers are also no longer the only source of information but play the role of facilitators.

CONCLUSION

From the research that has been conducted, it can be said that the Jigsaw-type Cooperative Learning learning model is really effective in improving student learning outcomes, especially in the class V PKn lesson at SD Negeri 79 Lubuklinggau. The average student score increased from pre-test to post-test, and the percentage of students who reached the KKM jumped from 33% to 89%. In addition to those numbers, students also show development in affective and social matters, such as responsibility, cooperation, and confidence.

This Jigsaw model can create an active, collaborative, and, yes, fun learning atmosphere. Students not only sit quietly to receive information, but are also invited to process and reconvey the information to their friends. Ultimately, this all strengthens their understanding and memory of matter.

Therefore, teachers in elementary schools, especially those who teach PKn, really need to consider using this Jigsaw model as an effective and efficient learning strategy. And for schools and education policy makers, there is nothing wrong with also holding training and mentoring on how to implement this cooperative learning model. So that it can be adapted well at various levels and subjects.

Further research can also be done by expanding the subject and object being studied. Or perhaps, try combining this Jigsaw model with other relevant approaches, to explore the potential for more innovative and holistic learning.

Implications, Recommendations, and Directions for Advanced Research

The findings of this study show that the Jigsaw learning model is not only effective in improving student learning outcomes, but also encourages active participation, social interaction, and responsibility in learning. Therefore:

1. **Practical Implications**: Teachers are advised to adopt the Jigsaw model in PKn learning and other subjects that require cooperation and group discussion.

2. **Policy Recommendations**: Primary schools should facilitate cooperative learning model training for teachers to expand the implementation of active learning strategies.

3. **Further Research Directions**: Further research may examine the effectiveness of the Jigsaw model in other subjects, at different levels, or through a mixed methods approach to assess affective impact in more depth.

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