

ABSTRAK

Sukirno, Hadi. 2025. Penerapan Model Pembelajaran Kooperatif Tipe Jigsaw untuk Meningkatkan Hasil Belajar Siswa Kelas III di SDN Ranugedang I Kabupaten Probolinggo. Skripsi, Program Studi Pendidikan Guru Sekolah Dasar, Universitas Panca Marga. Pembimbing: (I) Ribus Prastiwi Sriwijayanti, S.PdI., M.Pd. (II) Didit Yulian Kasdriyanto, S.Pd.,M.Pd.

Kata kunci: model pembelajaran Jigsaw, hasil belajar PPKn.

Keberhasilan suatu pembelajaran dapat dilihat dari perolehan nilai aktivitas dan hasil belajar siswanya. Perolehan nilai pada pembelajaran PPKn siswa kelas III Ranugedang I Kabupaten Probolinggo tahun pelajaran 2024/2025 menunjukkan belum tercapainya keberhasilan pembelajaran tersebut, khususnya pada materi Perjuangan Mempertahankan Kemerdekaan. Hal ini karena guru menerapkan model pembelajaran konvensional dengan metode ceramah membatasi aktivitas belajar siswa, sehingga menjadikan siswa kurang berminat untuk belajar IPS dan menyebabkan hasil belajarnya pun rendah. Tujuan penelitian ini untuk meningkatkan hasil belajar siswa kelas III pada materi Perjuangan Mempertahankan Kemerdekaan melalui penerapan model pembelajaran kooperatif tipe *jigsaw* di SDN Ranugedang I Kabupaten Probolinggo.

Peneliti menggunakan metode penelitian tindakan kelas yang dilaksanakan dalam dua siklus selama 4 kali pertemuan. Setiap siklus dilaksanakan melalui 4 tahap, yaitu perencanaan, tindakan, pengamatan, dan refleksi. Subjek yang diteliti yaitu siswa kelas III SDN Ranugedang I Kabupaten Probolinggo yang berjumlah 34 orang. Teknik pengumpulan data dilakukan melalui tes dan non tes (observasi dan dokumen). Indikator keberhasilan penelitian tindakan kelas ini, yaitu kehadiran siswa minimal 90%, keterlibatan siswa dalam kegiatan pembelajaran minimal 75%, rata-rata hasil belajar siswa minimal 64, persentase tuntas belajar klasikal minimal 75%.

Hasil penelitian menunjukkan pada siklus I rata-rata hasil belajar siswa 70,88, ketuntasan belajar siswa secara klasikal 64,71. Sementara pada siklus II rata-rata hasil belajar siswa 77,06, ketuntasan belajar siswa secara klasikal 88,24%. Hal tersebut menunjukkan adanya peningkatan hasil belajar siswa dari siklus 1 ke siklus II. Berdasarkan hasil penelitian, dapat disimpulkan bahwa penerapan model pembelajaran kooperatif tipe *jigsaw* dapat meningkatkan hasil belajar siswa kelas III SDN Ranugedang I Kabupaten Probolinggo.

ABSTRACT

Anas, Muhammad Nasrul. 2025. " The Implementation of the Jigsaw Cooperative Learning Model to Improve the Learning Outcomes of Third Grade Students at SDN Ranugedang I, Probolinggo Regency." Thesis, Elementary School Teacher Education Program, Universitas Panca Marga. Advisors: (I) Ribut Prastiwi Sriwijayanti, S.PdI., M.Pd. (II) Didit Yulian Kasdriyanto, S.Pd.,M.Pd.

Keywords: Jigsaw cooperative learning model, PPKn learning outcomes.

The success of a learning process can be observed from students' activity scores and learning outcomes. The learning outcomes of third-grade students in PPKn at SDN Ranugedang I, Probolinggo Regency, in the 2024/2025 academic year indicated that the learning objectives had not yet been achieved, particularly in the topic *The Struggle to Defend Independence*. This was due to the teacher's use of a conventional teaching model with a lecture method, which limited students' learning activities, resulting in low interest in Social Studies and, consequently, poor learning outcomes.

The purpose of this study was to improve the learning outcomes of third-grade students on the topic *The Struggle to Defend Independence* through the implementation of the Jigsaw Cooperative Learning Model at SDN Ranugedang I, Probolinggo Regency. The researcher employed Classroom Action Research (CAR), which was conducted in two cycles over four meetings. Each cycle consisted of four stages: planning, action, observation, and reflection. The research subjects were 34 third-grade students of SDN Ranugedang I. Data collection techniques included tests and non-test methods (observation and documentation). The indicators of success in this classroom action research were: student attendance of at least 90%, student engagement in learning activities of at least 75%, an average learning outcome score of at least 64, and a minimum of 75% of students achieving mastery learning.

The results showed that in Cycle I, the average student score was 70.88, with 64.71% of students achieving mastery learning. In Cycle II, the average student score increased to 77.06, with 88.24% of students achieving mastery learning. These findings indicate an improvement in student learning outcomes from Cycle I to Cycle II. Based on the results, it can be concluded that the implementation of the Jigsaw Cooperative Learning Model can improve the learning outcomes of third-grade students at SDN Ranugedang I, Probolinggo Regency.