

Implementation of the Jigsaw Type Cooperative Learning Model to Improve Student Learning Outcomes at SD Negeri 101237 Rambasahasur

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Abstract: This research aims to improve student learning outcomes in Islamic religious education learning by using jigsaw type cooperative learning. This research is classroom action research that uses four steps, namely planning, action, observation and reflection. The subjects of this research were elementary school students. This research data was obtained using test and observation techniques. Tests are used to measure learning outcomes and observations are used to analyze teacher and student learning activities. The data analysis technique used in this research is descriptive statistics by comparing the results obtained with indicators of research success. The results of the research show that jigsaw type cooperative learning can improve student learning outcomes in Islamic religious education learning. This can be seen from the increase in the percentage of student learning completeness in each cycle with details of pre-cycle 41.19%, first cycle 65.37% and in the second cycle it increased to 89.72%. Thus, the use of jigsaw type cooperative learning can be used as an alternative to improve student learning outcomes in Islamic religious education learning.

Keywords: cooperative learning, learning outcomes, Islamic education

Received June 20, 2024; **Accepted** August 25, 2024; **Published** December 31, 2024

Citation: Hasibuan, A., T., Jelita, R., & Pane, R., D. (2024). Implementation of the Jigsaw Type Cooperative Learning Model to Improve Student Learning Outcomes at SD Negeri 101237 Rambasahasur. *MADINA: Journal of Islamic Studies*, 1(2), 37 – 46.

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INTRODUCTION

The learning process in elementary schools has its own challenges in improving students' understanding of the material being taught. One of the materials that is often the focus of learning in grade 5 is learning about the importance of social relationships, such as the material "Happy to Make Friends." In this learning process, not only the cognitive aspects must be considered, but also the social and emotional aspects of students that greatly affect their learning outcomes. Students in grade 5 are at a critical developmental stage, where they begin to build social and emotional skills that can support their future academic success. However, often in practice, many students find it difficult to understand and apply social values in their daily lives.

This is seen in the students' lack of active involvement in learning, their inability to work together in groups, and the tendency to be more introverted towards their peers. To address this problem, an approach is needed that can stimulate interaction and cooperation between students, as well as make them more active and engaged in learning.

The cooperative learning model is one of the methods that can be applied to improve students' understanding of various materials, including materials about friendship and social relationships. One type of cooperative learning model that has been proven to be effective is the Jigsaw type. This Jigsaw model emphasizes group learning where students are given the responsibility to learn a part of the material and then share that information with the rest of the group. This not only improves students' understanding of the material, but also improves their social skills, such as cooperation, communication, and empathy. The application of the Jigsaw-type cooperative learning model is expected to help students better understand the material "Happy to Be Friends" because they will be involved in an active learning process, exchange information, and work together to achieve common goals. In this model, students not only learn from teachers, but also from their classmates. Therefore, they will value their friend's perspective and experience more, which in turn will enrich their understanding of the importance of friendship and social relationships. In addition, the implementation of the cooperative learning model is also expected to create a more inclusive and fun classroom atmosphere.

Students will feel more valued and have greater opportunities to contribute to the learning process. This can reduce students' fear or anxiety about the material being taught, as they feel more confident in speaking and discussing with their peers. Therefore, this learning model can create a more positive classroom climate and support students' social and emotional development. However, although the Jigsaw-type cooperative learning model has many advantages, not all teachers can easily apply it in daily learning practices. Some of the challenges that teachers often face include a lack of understanding of group management techniques, time limitations, and differences in student characteristics that affect the effectiveness of implementing this model. Therefore, this study aims to identify the extent to which the application of the Jigsaw-type cooperative learning model can improve students' understanding of the material "Happy to Make Friends" in grade 5. The importance of this research is to provide new insights for teachers in developing more effective learning methods, especially in teaching social values to students. In addition, this research is expected to contribute to the world of education, especially in the development of learning methods that not only focus on cognitive aspects, but also on the social and emotional aspects of students. Thus, it is hoped that the results of this research can help create a generation that is more skilled in social interaction and has a better understanding of the importance of friendly relationships.

This research is also very relevant in the context of the development of education in Indonesia, where currently many teachers are starting to apply innovative learning models to improve the quality of education. The Jigsaw-type cooperative learning model is one of the methods that has been proven effective in various previous studies. Therefore, there needs to be further study to see how this model is applied in the local context, namely at SD Negeri No.101237 Rambasihasur. In recent years, there has been a tendency to pay more attention to the importance of character education in the educational curriculum in Indonesia. This shows that education is not only aimed at improving students' academic abilities, but also to form good character and personality of students. Materials about friendship and social relationships are one of the important parts of character learning in elementary school.

By integrating cooperative learning in this material, it is hoped that students can develop a positive attitude towards their peers, as well as have the ability to work together in achieving common goals. This study not only aims to evaluate the effectiveness of the Jigsaw-type cooperative learning model, but also to provide recommendations for the development of character-based learning in elementary schools. In this context, increasing students' understanding of the material "Happy to Make Friends" is expected to contribute to the formation of better students' social character. Thus, this research has a wide impact on improving the quality of education and character of students at SD Negeri No.101237 Rambasihasur. The application of the Jigsaw-type cooperative learning model is expected to be an effective alternative to create more interesting, interactive, and beneficial learning

for students' social and academic development. From here, the author is interested in raising the issue "Application of Jigsaw-Type Cooperative Learning Model to Improve Students' Understanding of the Material of Happiness in Class V of SD Negeri No.101237 Rambasihatur."

The limitation of problems in this study is focused on the application of a Jigsaw-type cooperative learning model to improve students' understanding of the material "Happy Friends" in grade 5 of SD Negeri No.101237 Rambasihatur. This study will only be conducted on grade 5 students, who are the population in the study, paying attention to the influence of cooperative learning on the cognitive, social, and emotional aspects of students. The main purpose of this study is to find out how the application of the Jigsaw-type cooperative learning model can improve students' understanding of the material "Happy Friends" in grade 5 of SD Negeri No.101237 Rambasihatur.

More specifically, the objectives of this study are as follows: To determine the improvement of students' understanding in the material "Happy Friends" after the implementation of the Jigsaw-type cooperative learning model in grade 5 of SD Negeri No.101237 Rambasihatur. To analyze the influence of the application of the Jigsaw model on the social aspects of students in the context of learning in grade 5 of SD Negeri No.101237 Rambasihatur. To provide recommendations for teachers and schools on more effective ways to implement the Jigsaw-type cooperative learning model to improve the quality of learning. This research is expected to provide benefits both for the development of educational theory and learning practice in grade 5 elementary school.

The benefits of this research are as follows: This research is expected to add insight into the application of the Jigsaw-type cooperative learning model in learning social materials at the elementary level, especially in the context of learning about friendship and social relationships. As well as contributing to the development of educational literature, especially related to the implementation of cooperative learning models in elementary schools. For Teachers: This research can provide useful information for teachers in designing and implementing more effective, creative, and fun learning methods to improve students' understanding of learning materials, especially those related to social character. For Students: It is expected that students will benefit from the application of the Jigsaw-type cooperative learning model in improving their understanding of the importance of friendship and social relationships. By engaging in active learning, students will better understand social concepts and values that can be applied in everyday life. For Schools: Schools can use the results of this research as a basis to develop better teaching methods in shaping students' character and social skills, as well as encourage a more inclusive and collaborative learning atmosphere in the classroom. For Other Researchers: This study can be a reference for other researchers who are interested in further studying the effectiveness of the Jigsaw-type cooperative learning model in the context of Islamic religious education in elementary schools.

METHODS

The type of research used in this study is Classroom Action Research (PTK). Classroom Action Research (PTK) is a form of research that aims to improve the quality of learning through actions carried out in the classroom. This PTK is reflective and structured, and is carried out with repeated steps to solve problems faced in the learning process. PTK is a form of self-reflection activity carried out by education actors in an educational situation to improve rationality and fairness about: a) their educational practices, b) their understanding of these practices, and c) the situation in which these practices are implemented. The stages of classroom action research can be described as follows: planning, carrying out actions, observations, questionnaires and reflections. In the context of this study, PTK was used to test the effectiveness of the Jigsaw-type cooperative learning model in improving the understanding of the material "Happy to Be Friends" in grade V of elementary school. This research was carried out in a cycle consisting of several

stages to ensure the effective application of the Jigsaw-type cooperative learning model. The stages of the research procedure are as follows. Preparation Stage (Planning) In the initial stage, the researcher makes preparations which include the preparation of a learning implementation plan (RPP) in accordance with the Jigsaw learning model. This lesson plan is adjusted to the applicable curriculum and integrates the "Happy Friends" material to be studied. The researcher also prepared research instruments in the form of tests, observation sheets, and questionnaires to assess changes in students' understanding and social skills. At this stage, the researcher carried out learning by applying the Jigsaw model. Students are divided into small groups, each group is responsible for learning a specific part of the "Happy Making Friends" material. Each group member then shares the information they have learned with the other group members. During learning, researchers and teachers observe the process of student interaction, both in groups and as a whole. After each meeting, an evaluation of students' understanding is carried out through tests (pre-test and post-test). This test is designed to measure the improvement of students' understanding of the material that has been studied. In addition to the test, the researcher also observed students' social skills, such as group cooperation, communication, and mutual respect. After the evaluation was carried out, the researcher and the teacher reflected on the learning process that had been carried out. Based on the results of the evaluation, researchers and teachers made improvements to the learning steps for the next cycle.

If students are found to be having difficulty interacting with the group, the learning strategy will be adjusted to increase their engagement and collaboration. This research was carried out in two cycles, with each cycle consisting of four meetings. Each cycle has a clear goal, which is to improve students' understanding of the material and develop their social skills through the application of the Jigsaw model.

In the first cycle, the researcher focused on introducing the Jigsaw model to students, as well as how students interact in small groups. At the end of this cycle, an evaluation is carried out with tests and observations. The results of the first cycle evaluation will be used as a reference to improve the learning process in the next cycle. In the second cycle, the researcher will emphasize more on improving the aspects found in the first cycle, such as improving the quality of interaction between students and deepening the material that has been taught. At the end of the second cycle, researchers will conduct a final evaluation to measure the extent to which the Jigsaw model can improve students' overall understanding and social skills. The variables observed in this study consist of two main variables that are interrelated, namely: 1) Independent Variable (X) Jigsaw-type cooperative learning model, which is a learning approach that emphasizes cooperation between students to achieve common goals. This variable is expected to affect the improvement of students' understanding of learning materials, as well as the development of social skills related to interaction and cooperation in groups. 2) Bound Variable (Y), Improvement of students' understanding of the material "Happy to Make Friends" and improvement of their social skills. This increase in understanding was measured using pre-test and post-test tests. Meanwhile, social skills are measured through observation of student interaction in group discussions, cooperative attitudes, tolerance, and communication between students.

In this study, 12 students of Class V of SD Negeri No.101237 Rambasahasur were involved as research subjects selected by purposive sampling. The selection of the sample is based on the learning needs criteria of the students identified by the teacher, as well as their ability to interact in groups. This selection also takes into account the diversity of students' backgrounds, both in terms of academic ability and social skills, to get a more comprehensive picture of the influence of the Jigsaw model on the improvement of their understanding and social skills. The data collected in this study consists of two types, namely: Quantitative Data: Quantitative data is obtained from the results of pre-test and post-test tests conducted in each cycle. This test is used to measure changes in students' understanding of the material "Happy to Make Friends". In addition, quantitative data was

also obtained from questionnaires used to measure students' motivation and social skills. Qualitative Data: Qualitative data is obtained through observation of students' social interactions during learning. These observations were made to assess how students worked together in groups, communicated, and developed their social attitudes.

The data sources obtained in this study are: Primary data: Obtained directly from the research subject, namely grade V students of SD Negeri No.101237 Rambasihatur, obtained through tests, interviews, and observations during the application of the Jigsaw-type cooperative learning model. Secondary Data: Obtained from school documents, such as student academic records, report card results, and literature references relevant to the research topic, such as journals, articles, books, research results (skripsi) related to the jigsaw-type cooperative learning model. The data collection technique is carried out in the following ways: Test (Formative): Used to measure student understanding (pre-test and post-test), related to the material "Happy to Make Friends" before and after the implementation of the jigsaw-type cooperative learning model. This test consists of multiple-choice questions and fill-in questions designed to determine the level of students' understanding of brotherhood in Islam and making friends regardless of religion. Questionnaire: Used to collect data related to students' understanding, response, motivation, social attitudes, collaboration, and students' activeness towards the application of the jigsaw-type cooperative learning model. It is arranged in the form of checklists and Likert scales to make it easier for students to respond. Observation: To assess students' social skills during learning in the application of a jigsaw-type cooperative learning model in group discussions. This observation sheet is used to record student involvement and participation, monitor collaboration between students, students' understanding of the material, and assess the overall classroom dynamics.

RESULTS

This research was carried out at SD Negeri No.101237 Rambasihatur, which is located in Rambasihatur Village, Sipirok District, South Tapanuli Regency. Led by Mr. Riduan, S.Pd. SD Negeri No.101237 Rambasihatur is one of the elementary schools under the auspices of the Ministry of Education and Culture of the Republic of Indonesia. SD Negeri No.101237 Rambasihatur is supported by adequate and professional human resources, where SD Negeri No.101237 Rambasihatur has 1 principal, 4 educators who are civil servants, 4 educators who are PPPK, and 1 education staff and 1 school guard. So the total number of educators at SD N Karangaren is 9 with the principal. SD Negeri No.101237 Rambasihatur is supported by human resources who are quite adequate and professional, where SD Negeri No.101237 Rambasihatur, has 1 principal, 3 educators who are civil servants, 4 educators who are PPPK, and 1 education staff and 1 school guard. So the number of all educators at SD Negeri No.101237 Rambasihatur is 8 with the principal. SD Negeri No. 101237 Rambasihatur has 36 students spread across grades I to VI. Each class contains a varied number of students, with a learning approach tailored to meet their needs. The school strives to create a conducive learning environment so that every student can develop optimally.

This research will focus on grade V students of SD Negeri No. 101237 Rambasihatur which totals 12 students (5 male students and 7 female students) when participating in the teaching and learning process activities of Islamic Religious Education subjects. This research was carried out by an Islamic teacher as the author of this report. Researchers try to apply methods that are considered capable of overcoming problems in overcoming learning difficulties. One of the teaching methods is to apply the Jigsaw-Type Cooperative Learning Model. This research is also intended to change the teaching system of Islamic Religious Education which has been monotonous to become attractive and in demand by students. The curriculum of SD Negeri No. 101237 Rambasihatur currently uses the Independent Curriculum that applies in the learning process. Grades I to VI have implemented the Independent Curriculum, which provides flexibility for teachers in

arranging learning in accordance with their needs and interests. The Independent Curriculum emphasizes the development of students' critical thinking skills, creativity, collaboration, and communication through project-based learning. The subjects taught include: Indonesian, Mathematics, Natural and Social Sciences (IPAS), Pancasila and Citizenship Education (PPKn), Islamic Religious Education and Ethics (PAIBP), Cultural Arts and Crafts (SBdP),

Physical Education, Sports, and Health (PJOK), English, local content subjects divided into Regional Languages and Qur'an Reading and Writing (BTQ) In addition, the Independent Curriculum also emphasizes the implementation of the Pancasila Student Profile Strengthening Project, where practicing Pancasila values in daily life through real projects. In this case, SD Negeri No.101237 Rambasahasur seeks to ensure that students get relevant learning and are able to face challenges in the future. The Independent Curriculum has the goal of forming students who are intelligent, have character, and are able to adapt to changing times, even though through different approaches. The implementation of this curriculum is expected to facilitate students to achieve optimal learning outcomes, both in terms of academics and self-development. In this study, it only focuses on Islamic Religion subjects, the goals to be achieved in Islamic Religion subjects include: Application of Jigsaw-Type Cooperative Learning Model and Improving students' understanding of Brotherhood in Islam material. SD Negeri No. 101237 Rambasahasur has adequate facilities and infrastructure to support teaching and learning activities. Basic facilities such as classrooms, desks, chairs, cabinets, whiteboards, and various other supporting equipment are available in mostly good condition. The school has 6 permanent classrooms that are used effectively in the learning process. The teacher's room, library room, UKS room, and layout room function well to support the smooth administration and services for the students.

Before the action was taken, the learning outcomes of students in PAI subjects were still low. Observations made and researchers found that the learning methods used are still dominant in the form of lectures, questions and answers, and assignments. Many students lack focus, are busy with personal activities, and do not dare to ask questions. Most students also have difficulty repeating the material presented. Their learning outcomes are still below the Minimum Completeness Criteria (KKM). The table above shows that the level of students' understanding of learning objectives has not been achieved, because only 33.33% of students obtained a score above the Minimum Completeness Criteria (KKM). The following is one of the efforts to describe the results of classroom action research that has been carried out. Thus, it will be known that the application of the Jigsaw Type Cooperative Learning Model in learning Islamic Religious Education can improve the understanding of grade V students of SD Negeri No.101237 Rambasahasur. This research was carried out from November 18, 2024 – December 21, 2024 for 2 meetings. Thus, the teaching practice carried out by the researcher only lasted 2 meetings with 1 subject, namely the chapter Happy Friends with Sub-Theme: Brotherhood in Islam. The activities carried out in the first cycle include planning, implementation, observation, and reflection.

Observation activities are carried out in collaboration with researchers by involving colleagues to observe students' critical thinking skills when implementing PAI learning of Brotherhood material in Islam using the Jigsaw-Type Cooperative Learning Model. The percentage of the activity is based on filling out the observation sheet, based on the data of the observation results, at the beginning of the implementation of the first cycle, namely at the first meeting there are still some difficulties in understanding the learning model that will be used, the prominent thing is that students are still very lacking in active discussion, this is what causes them not to master the material given, as a result when they return to their original group they cannot explain what they are doing get it when discussing with a group of experts. As for the enthusiasm of students in forming groups different from the first meeting, in the second meeting the students looked less active and less supportive so that the classroom atmosphere became less conducive. The

results of this observation show that students' attitudes, attention, and activeness towards the application of the learning model are still lacking.

The level of students' mastery of learning objectives in the first cycle is still not optimal, with 83.33% of students obtaining an above-average score, which is 79.92. The implementation of learning using the Jigsaw-Type Cooperative model for the material of being happy to make friends with the sub-material of brotherhood in Islam, namely various ukhuwah (Ukhuwah Islamiyah, Wathaniyah, and Insaniah) shows that there are still students who lack focus, such as chatting and drawing, and are not confident when presenting the results of the discussion.

However, there was an increase in students' enthusiasm in paying attention to the material and preparing questions. Although the use of the Jigsaw model has had a positive impact, the indicators of student activity need to be improved. The improvement in learning outcomes was seen compared to the initial observation, so that the application of the Jigsaw-type cooperative learning model was good for the understanding of students in class V of SD Negeri No.101237 Rambasahasur in cycle I. From the results of observations in the first cycle of learning activities with the Jigsaw-type cooperative learning model, there were several weaknesses and difficulties faced by students, including: 1) students tend to rely on friends who are considered good at getting answers, without trying to figure it out on their own; 2) some students find it difficult to speak in front of the class due to shyness and incompatibility with their partners; 3) there are still students who play games and are not serious during learning, so they have difficulty understanding the material; and 4) many students feel embarrassed to come forward to deliver answers in front of the class. To overcome these weaknesses, the improvement solutions planned for cycle II are: 1) encouraging active participation by providing briefings to students to be more serious, thorough, and confident in group discussions, so that they are more independent in seeking answers; 2) supervise and give reprimands to students who are less active or playing around to maintain a conducive learning atmosphere; 3) provide provocative questions orally to stimulate students to think critically and actively understand problems; 4) improve classroom management, including effective time management and group division so that each student can contribute maximally; and 5) provide rewards or rewards for groups that can complete tasks or answer questions before the specified deadline, to motivate students to be more active. Thus, the application of the Jigsaw-type cooperative learning model is expected to increase students' activeness and understanding of the material of their joy of making friends in the sub-material of brotherhood in Islam, namely various ukhuwah in Islamic Religious Education, so as to achieve more optimal indicator results in cycle II.

Like in cycle I, cycle II also consists of planning, implementation, observation (observation), and reflection. After the cycle action, students are declared complete if they reach a score above 70, and not complete if the score is below 70. (cycle II) can be seen in the table below: After Cycle II, students are declared complete if the score is above 70. Of the 12 students who took part in the learning, 11 students achieved a score above the KKM, while one student did not complete with a score of 65. The results of the evaluation in Cycle II showed that the level of completeness of students' learning reached 100%, reflecting a significant increase compared to Cycle I. The implementation of learning using the Jigsaw-Type Cooperative Learning model on the material of making friends in the sub-material of brotherhood in Islam, namely various ukhuwah (Ukhuwah Islamiyah, Ukhuwah Wathaniyah, and Ukhuwah Insaniah) showed very satisfactory results.

All students actively participate in group discussions without anyone chatting or doing other activities. Students also showed increased confidence when presenting the results of the discussion and were able to answer questions well. The enthusiasm of students in discussing and asking questions about the material also increased. Thus, the application of the Jigsaw-Type Cooperative Learning model has proven to be successful in significantly increasing the activity and learning outcomes of Islamic Religious Education (PAI), where all students achieve learning completeness. In conclusion, this model is very

good in improving students' understanding in Class V of SD Negeri No.101237 Rambasahasur in Cycle II. The application of the Jigsaw-type cooperative learning method in Cycle II showed a significant increase compared to Cycle I, with an average score of 87.75 and a learning completion rate of 91.67%. Interaction and collaboration between students increased, although some students still had difficulty speaking in front of the class. To sustain these outcomes, the focus will be on strengthening supervision,

variation of learning strategies, and constructive feedback. Cycle II noted that student learning outcomes increased, but there were still students who tended to rely on friends in learning. Better classroom management creates a conducive atmosphere, but it needs attention to students who are less active. Obstacles such as shyness and playful behavior still exist, so teachers must provide a personal approach and further support. The Next Action Plan includes improving public speaking skills, small group discussions, and stricter supervision with direct feedback. With these steps, it is hoped that students' learning outcomes will be more optimal, and their understanding of the material of being happy to make friends in the sub-material of brotherhood in Islam, namely various *ukhuwah* in Islamic Religious Education, can be strengthened.

DISCUSSION

The discussion of the results of the study showed that in Cycle I, low student participation and self-confidence became a challenge, with an average student score of only 79.92 and a learning completion rate of 83.33% of students achieving KKM. However, in Cycle II, there was significant progress with more students meeting the minimum completeness criteria with an average student score of 88.34 and a learning completeness rate of 100%, although there were still students who had difficulty expressing their opinions. Effective supervision and feedback support a conducive learning environment. The application of the Jigsaw method is expected to strengthen students' social and collaborative skills.

The Jigsaw type cooperative learning model is an effective teaching strategy that encourages student collaboration and active participation in the learning process. At SD Negeri 101237 Rambasahasur, this model has been implemented to enhance student learning outcomes by fostering peer interaction and engagement. The method divides students into small groups, where each member is responsible for learning a specific part of the material and then sharing their knowledge with their peers. One of the main benefits of the Jigsaw model is that it promotes cooperative learning, which helps students develop communication, teamwork, and critical thinking skills. By working together, students can understand complex concepts more effectively and retain information for a longer period. This approach reduces the dominance of individual students in classroom discussions and ensures that every learner plays an active role in the learning process. The implementation of the Jigsaw model at SD Negeri 101237 Rambasahasur has shown positive results in terms of student engagement and comprehension. Teachers have reported that students become more enthusiastic about their lessons, as they feel a sense of responsibility for their learning. The method also encourages students to be more proactive in seeking and sharing knowledge, leading to a deeper understanding of the subject matter. Moreover, the Jigsaw model caters to students with different learning styles and abilities. Since students learn from their peers, those who struggle with certain topics receive additional support from their group members. This peer-teaching approach builds confidence and reduces the fear of making mistakes in front of the teacher, which often hinders student participation.

Despite its advantages, implementing the Jigsaw model also comes with challenges. Teachers need to carefully plan and structure the learning activities to ensure that each group member receives an equal opportunity to contribute. Additionally, some students may initially struggle with their responsibilities, requiring teachers to provide guidance and motivation throughout the process. To maximize the effectiveness of this model, teachers at SD Negeri 101237 Rambasahasur have combined it with other teaching

strategies, such as discussions, presentations, and hands-on activities. They also assess student progress regularly to ensure that learning objectives are met. By continuously refining the implementation process, teachers can enhance student outcomes and create a more dynamic classroom environment. In conclusion, the Jigsaw type cooperative learning model is a powerful strategy for improving student learning outcomes at SD Negeri 101237 Rambasahasur. By fostering collaboration, engagement, and peer support, this approach helps students grasp concepts more effectively while developing essential social and cognitive skills. With proper planning and execution, the Jigsaw model can serve as a valuable tool for educators aiming to enhance the quality of education.

CONCLUSION

Based on the results of the classroom action research that has been carried out by applying the Jigsaw Type Cooperative Learning Model to Improve Students' Understanding of the Happy Making Material in Class V of SD Negeri No.101237 Rambasahasur, the following can be concluded: 1) The Jigsaw Type Cooperative Learning Model is able to increase the average score of students in understanding the Happy Making Friends material. The average student score increased from 70.50 in pre-action, to 79.92 in Cycle I, and reached 88.34 in Cycle II. This significant improvement shows the effectiveness of the methods used in helping students to understand the material Happy to Be Friends; 2) The Jigsaw Type Cooperative Learning Model has increased the completeness of learning outcomes, namely the number of students who have reached KKM (70) has increased significantly. In the pre-action, only 4 students (33.33%) achieved KKM, while in Cycle I, this number increased to 10 students (83.33%). In Cycle II, all students (100%) managed to achieve KKM, even exceeding the set KKM score target.; 3) On the effectiveness of the Jigsaw Type Cooperative Learning Model, namely the application of this method is not only in improving learning outcomes but also in strengthening students' social and collaborative skills. Thus, the Jigsaw-Type Cooperative Learning Model method in Improving Students' Understanding of the Material of Happy Making Friends and accelerating the process of achieving optimal learning outcomes.

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