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The Influence Of The Jigsaw Cooperative Learning Model On Student Learning Outcomes In Social Studies For 6th Grade At SD Negeri 1 Krebet

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Abstract— *The Jigsaw learning model is a learning model by grouping students and directing learning activities by means of discussions, this is done with the hope of building activeness and improving learning outcomes for students. Therefore, the aim of this research is to determine and analyze the influence of the Jigsaw model on student learning outcomes in class VI social studies at SD Negeri 1 Krebet. This research is a quantitative research with a Quasi Experiment type and a Nonequivalent (pretst-posttest) Control Group Design research design. The location of this research is SD Negeri 1 Krebet. The subjects in this research were 33 students with 17 experimental class students and 16 control class students. Techniques for collecting data use Pretest and Posttest. Data analysis techniques are carried out by testing instruments in research, testing prerequisites for analysis and testing hypotheses using the t test (One Sample t-test). The results of the research show that there is an influence of the Jigsaw learning model on student learning outcomes in class VI social studies at SD Negeri 1 Krebet. This can be seen from the average final test score for the experimental class which has increased by 19.062%. With N-Gain Test results of 74.83 in the high category. The t test results seen from the results of the One Sample T-test obtained a Sig (2-Tailed) value of 0.042. Where 0.042<0.05 H0 is rejected and H1 is accepted. It can be interpreted that the hypothesis in this study states that there is an influence of the Jigsaw Learning Model on Student Learning Outcomes in Class VI Social Sciences Subjects at SD Negeri 1 Krebet.*

Keywords— *Jigsaw Learning Model, Learning Outcomes, Social Studies Learning*

I. INTRODUCTION

Education is a series of activities carried out consciously, creating learning conditions and a planned learning process so that students can actively develop their abilities and possess intelligence and noble character, which can serve as a guideline for socializing within society, the nation, and even the state. That has been stated in Law No. 20 of 2003.

Education can be defined as a medium or tool in which there is a process of information exchange from teacher to student.H.M. Arifin argues that education is a conscious effort to guide and develop the personality and abilities of students, both in formal and non-formal education.

Meanwhile, according to Soegarda Poerbakawatja in Fuad Arif, he believes that education is an effort made by the previous generation to pass on their knowledge, experience, and skills to the next generation.As an effort to prepare the functions of life both physically and spiritually.

Based on the theory above, education is something very important that cannot be eliminated and is always needed by humans.Education can provide information that has never been obtained before by humans. Everyone can receive education; education itself can be obtained not only in schools but also in family environments and living environments.

An education is inseparable from the curriculum.According to Fatmawati, the curriculum is a plan of lessons, teaching materials, and learning experiences that have been pre-planned.The independent curriculum is a curriculum that has been implemented at SD Negeri 1 Krebet, specifically in the sixth grade.The independent curriculum itself is a curriculum where the teacher is not only the center of attention but also encourages both teachers and students to be active in the learning process.In this curriculum, students are given the freedom to choose their learning interests and are encouraged to be more creative.

Social studies (IPS) is one of the subjects taught in schools from elementary to high school.Social Studies (IPS) is a field of study that examines human behavior both individually and in groups.Social Studies education itself has been present from elementary to high school levels, although Social Studies education has been available from the basic level.up to high school, many students still feel that liking this learning, because social studies learning usually has a narrative or written nature.Therefore, social studies learning is always considered monotonous and uninteresting.The goal of social studies education itself is for students to easily develop their potential or abilities and to be sensitive to the conditions occurring within themselves and their surrounding environment.

Social Studies itself is not only useful in learning, but it also provides benefits in daily life. One of its uses is to enable students to interact well with both individuals and groups.The interactions that occur are expected to have a positive effect on the students, enabling them to communicate well with the wider community.

Although social studies has a positive impact on students, in reality, many students still do not like the subject.Thus, it affects the learning outcomes, which are still below the KKTP.KKTP scores in science subjects at SD Negeri 1 Krebet are ≥ 70, and based on the recorded learning outcomes, there are still students whose scores are below the assessment standard.

Based on data and interview results conducted on Maret 10, 2025, with Mrs. Vina Agustina , S.Pd.,, the teacher in charge of the Social Studies subject at SD Negeri 1 Krebet , she stated that the issue occurring in the sixth grade is the still low learning outcomes of students in the Social Studies subject.The teacher has used various teaching models, but sometimes they do not align with the conditions experienced by the students.

The low academic performance of students is influenced by a lack of learning motivation, where during the learning process, students do not listen and pay attention when the teacher is teaching, are not focused during the lesson, such as being engrossed in chatting with friends, asking for permission to leave the class under the pretext of going to the toilet, and the lack of family support for the students. Support itself is an important factor. for a child, with the support of the family, it can foster learning motivation for students.

However, the reality is that there are still students who lack support from their families because both parents or one of them have to migrate to earn a living.From the explanation above, these are internal and external problems faced by the students.Which of these problems will later impact the learning outcomes of the children.

With the issues faced by seventh-grade students at SD Negeri 1 Krebet, the researcher is interested in using the Jigsaw learning model.The reason the researcher uses the Jigsaw learning model is that Jigsaw emphasizes cooperation, and in this learning, students are actively involved in the learning process.In addition, discussing can stimulate students to think critically and express their opinions confidently.The uniqueness of this jigsaw is the presence of the Expert Group, which consists of two groups: the home group and the expert group.

This is also based on previous research, where in the study conducted by Mariati, it was explained that the learning outcomes of students using the jigsaw cooperative learning method had a higher average posttest score compared to the KKTP score that students were supposed to achieve.6Gustina Masitoh, which was mentioned in the research that has been conducted that the Jigsaw learning model affects the learning outcomes of students in the 7th-grade Social Studies subject at MTs Nurul Huda Sukaraja

According to Silberman in Hayu, the jigsaw model is a widely used technique that is similar to the group-to-group exchange technique, with an important difference: each learner teaches the material they have understood.In this technique, students learn in a group, where within the group there is one expert who discusses a specific topic.

According to Rusman, the jigsaw learning model emphasizes group work in the form of small groups.Where students learn in small groups consisting of four to six people in a heterogeneous manner.Students work together, are interdependent, and are independently responsible.In this lesson, students have the opportunity to express their opinions.Group members are responsible for the success of their group and the completion of the material studied, and they present the results of the material to their group.

By using the appropriate learning model, it is hoped that it can help students to better understand the material presented by the teacher.If the students understand the material that It was conveyed that this can also affect the learning outcomes of the students.The Jigsaw learning model itself is a student-centered approach, where students are encouraged to collaborate with their peers and discuss the material provided. Repeated exposure to the material will impact the students' understanding.

According to Mustakim, learning outcomes are the abilities acquired by students through learning activities.Learning outcomes are changes that occur in students, encompassing cognitive, affective, and psychomotor domains, as a result of the learning activities.So it can be concluded that learning outcomes are abilities possessed by students after participating in learning activities.These abilities include cognitive, affective, and psychomotor skills that can be measured through evaluation.

Based on the statement presented above, the researcher is interested in conducting a study titled "The Influence of the Jigsaw Learning Model on Student Learning Outcomes in Social Studies for Grade VI at SD Negeri 1 Krebet."

II. METHOD

The type of research used in the study is quantitative, which involves activities such as analyzing the population and techniques for obtaining a specific sample.The type of quantitative research is a study that primarily uses numbers, from data collection, data interpretation, to the research results.

This type of research uses an experimental approach.The Experimental Method is a method used to investigate the influence of variables on other variables under strictly controlled conditions. Experimental Design is a plan or strategy used to address issues in research; planning is done before taking action to ensure the results meet the desired outcomes.It can be concluded that experimental design is a plan or strategy used as a guideline in research.

The type of experiment used in this research is Quasi-Experimental Design, which is an experiment that has treatment, impact measurement, experimental units but does not use assignment.random in creating comparisons in concluding changes that caused by treatment.The researchers used a Nonequivalent (pretest-posttest) control group design, according to Creswell in Yattini, the Nonequivalent control group design is a quasi-experimental design that uses experimental and control groups selected without random placement And both classes were given pretests and posttests to measure knowledge before and after the treatment was administered.

In the control class, the learning activity only uses the Project Based Learning model, while the experimental class will be treated with the Jigsaw learning model.Next, a pre-test was given to both classes to measure the initial knowledge of the students before they were treated with the Jigsaw learning model in the experimental class and the Project Based Learning model in the control class.Meanwhile, the post-test results reflect the students' knowledge after being subjected to the Jigsaw learning model in the experimental class and the Project Based Learning model in the control class.

The pre/post test questions must be tested first before being given to the experimental and control classes.The questions were tested in a class that first received the material on social and cultural diversity in society; in this case, class VI. was chosen as the trial class.The test questions consist of 25 multiple-choice questions.The questions were tested for validity, reliability, difficulty level, and discrimination power, with the aim of assessing the suitability of the questions for data collection.After being tested, they were then analyzed to obtain questions that are suitable for use.Then, the pre-test/post-test questions that were conducted in both classes were analyzed to determine the test results, which will later be used in the preparation of the research report.

III. RESULTS AND DISCUSSION

This research was conducted at SD Negeri 1Krebet located at Jl. Raya Krebet No.216 Krebet, Kec. Bululawang , Kab. Malang .This research was conducted from March to May 2025.The population in this study consists of sixth-grade students in the even semester of the 2024/2025 academic year, comprising 2 classes.In the sample selection, the researcher used cluster sampling, with class VI.A as the experimental class and class VI.B as the control class in this study.The experimental class will be treated with the Jigsaw learning model, while the control class will be treated with the Project Based Learning model.The material provided in this research is the social and cultural diversity in society.

In this study, a Nonequivalent (pretest-posttest) control group design was used with 2 groups/classes, namely the experimental class and the control class, and tests were administered, namely pretest and posttest, to measure students' knowledge before and after treatment.This study compares students' learning outcomes. between the experimental class and the control class after treatment was given to each group/class.

that in data collection, the researcher used test methods, observation sheets, and documentation.The test method is conducted to obtain pretest and posttest data on students' learning outcomes regarding the material of social and cultural diversity in society.Observation is conducted to understand the activities of teachers and students during the learning process.Documentation

is used to obtain the names of seventh-grade students; in addition, documentation is also used to obtain images during the learning activities.

Before conducting the research, the researcher had created research instruments such as teaching modules or Student Worksheets (LKPD), pretest and posttest learning outcome question instruments, blueprints, and answer keys for the pretest and posttest questions.

Before the pretest and posttest questions were given to the experimental and control classes, the questions were first piloted with class VI.A, which consisted of 17 students.After the score data is obtained, then the data those were tested for validity, reliability, difficulty level, and discrimination power.After the questions were deemed suitable for use in the research.Next, the questions were given to the experimental class and the control class before and after the treatment.This was done with the aim of obtaining initial and final data on students' learning outcomes.Next, the data is tested for normality, homogeneity, and hypothesis testing in order to draw conclusions.Does the Jigsaw learning model affect students' learning outcomes in social studies for sixth grade at SD Negeri 1 Krebet.

1.Pretest Results of Student Learning

Before being given treatment, students were first given a pretest to determine their initial abilities. Subsequently, the experimental class students were taught using the Jigsaw learning model, while the control class was taught using the project-based learning (PJBL) model. Here are the pretest results of the experimental class and the control class.

Table Pretest Results of Learning Outcomes for the Experimental Class and Control Class

Kelas	Jumlah Soal	Nilai Minimum	Nilai Maksimum	Rata-rata
Eksperimen	20	40	75	57,188
Kontrol	20	40	75	57,188

After the treatment, a posttest was conducted to see how much the students' learning outcomes improved after participating in the learning activities.The number of students in this study was 34 students, namely class VI.A with 17 students using the Jigsaw learning model and class VI.B with 17 students using the Project Based Learning (PJBL) model. Here are the posttest results of the learning outcomes of the experimental class and the control class.

Kelas	Jumlah Soal	Nilai Minimum	Nilai Maksimum	Rata-rata
Eksperimen	20	60	100	76,250
Kontrol	20	55	85	71,719

Looking at the table above, there is a change in the average pretest to posttest scores, with an increase in the experimental class where the average learning outcomes of the students increased by 19.062, while in the control class it increased by 14.531.

3. Observation Results

a) Teacher Observation

Observation is very important to be conducted by researchers and observers, as it is done to understand the teacher's activities in the learning process using the Jigsaw model.Based on the data generated regarding the activities carried out by the teacher, the teacher follows each step of the learning process according to the Teaching Module.

In each of his meetings, the teacher takes the same actions, including giving and guiding students in discussions.In addition, the teacher also acts as a facilitator as they should.From the data above, it can be seen that the results of the observations on the teacher have improved in each meeting.In the first meeting, it resulted in 56% or satisfactory, in the second meeting it increased to 71% with a good category, and in the third meeting it increased to 87% with a very good category.

b) Student Observation

This observation is conducted to understand the activities of students during learning using the Jigsaw model.

Based on the observation results from the third meeting, the students' activities in learning using the Jigsaw model have shown increasingly better results.Students have become accustomed to participating in group learning activities and discussing effectively.This can be seen when the teacher divides the students into several groups.All the students participated in the learning enthusiastically and well; when the teacher gave them the opportunity to discuss, they happily expressed themselves. his opinion well and present the results well.

C. Prerequisite Analysis Testing

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1. Normality Test

The normality test of the data is conducted to determine whether the data in the class of the study comes from a normally distributed population or not.The normality test was conducted using the Kolmogorov-Smirnov test with the SPSS 26.0 application.To determine whether it is normal or not, if Sig > 0.05 it is considered normal, and if Sig < 0.05 it is considered not normally distributed.

a. Normality Test of the Experimental Class

Based on the calculations in SPSS, the results of the normality test analysis for the experimental class are as follows:

Hasil Uji Normalitas Kelas Eksperimen Hasil Belajar [86]

Tests of Normality			
	Kolmogorov-Smirnov[a]		
	Statistic	Df	Sig.
Pretest Eksperimen	.142	32	.099
Posttest Eksperimen	.131	32	.176
a. Lilliefors Significance Correction			

Based on the statistical analysis above, it can be seen that the Sig.(2-tailed) on the pretest score of the experimental class is 0.099, and the Sig.(2-tailed) on the posttest score of the experimental class is 0.176.

Thus, the normality test on the learning outcomes of the experimental class students is above 0.05 (Sig.(2-tailed)>0.05).Thus, it can be concluded that the overall student learning outcomes data are normally distributed.

b. Normality Test of the Control Class

Based on the calculations conducted by the researcher using SPSS, the results of the normality test analysis of learning outcomes in the control class are as follows:

Table 4.13 Results of Normality Test for Control Class Learning Outcomes

Tests Of Normality			
	Kolmogorov-Smirnov[a]		
	Statistic	Df	Sig.
Pretest_Kontrol	.131	32	.180
Posttest_Kontrol	.137	32	.135
A. Lilliefors Significance Correction			

Based on the statistical analysis data above, it can be seen that the Sig.(2-tailed) on the pretest score of the control class is 0.180.And the Sig.(2-tailed) on the posttest score of the control class is 0.135.

Thus, the normality test on the learning outcomes of the control class students is above 0.05 (Sig.(2-tailed)>0.05).Thus, it can be concluded that the overall data of student learning outcomes in the control class are normally distributed.

2. Homogeneity Test

After the normality test was conducted, the results of the normality test indicated that both sample groups in this study can be stated to come from a normally distributed population.Next, a homogeneity test is conducted to determine whether the two sample groups have homogeneous variances or not.In this test, there are testing criteria, namely if the significance is < 0.05, then the variance of the data groups is said to be different or not homogeneous, and the data group variances can be considered homogeneous if the significance is > 0.05.

a. Pretest Homogeneity Test

Here are the results of the calculations and data analysis for the homogeneity test of the pretest data for the experimental and control classes using the SPSS 26.0 application.

Test of Homogeneity of Variances				
	Levene Statistic	df1	df2	Sig.

The assumption in the Anova test is that the variance of the data groups is homogeneous or the same.From the table above, it can be seen that the pretest values of the control and experimental classes have a significance > 0.05, namely 0.519 > 0.05.So it can

be concluded that the variance between the two data groups, namely the control and experimental groups, is not different, which can be stated that both data are homogeneous or the same.
So it can be concluded that the variance between the two groups of data, namely the control and experimental groups, is not different, which can be stated that both data are homogeneous or the same.
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b. Posttest Homogeneity Test
Here are the calculations and analysis of the homogeneity test data for the posttest of the experimental and control classes using the SPSS 26.0 program.
Table 4.15 Results of the Homogeneity Test for PosttestLearning Outcomes

Test of Homogeneity of Variances					
		Levene Statistic	df1	df2	Sig.
Hasil Belajar Siswa	Based on Mean	.007	1	62	.933

The preliminary assumption in the Anova test is that the variance of the data groups is homogeneous or the same.From the table above, it can be seen that the posttest scores of the control and experimental classes have significance > 0.05, namely 0.933 > 0.05.So it can be concluded that the variance between the two data groups, namely the control and experimental groups, is not different, which can be stated that both data are homogeneous or the same.

D. Hypothesis Testing
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1. t-test
After conducting the normality and homogeneity tests, it was found that both classes are normally and homogeneously distributed.Next, a hypothesis test was conducted using the One Sample t-test.The t-test was conducted to determine whether or not the Jigsaw learning model has an effect on students' learning outcomes in the Social Studies subject for seventh-grade students at SD Negeri 1 Krebet .This hypothesis test was conducted using the SPSS.26 application, with the condition that if Sig.(2-Tailed) <0.05 then H1 is accepted, but if Sig(2-Tailed) > 0.05 then H0 is accepted.
The following is the hypothesis in this study:
Here is the hypothesis in this study: H0
H0
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There is no influence of the Jigsaw learning model on
Student Learning Outcomes in Social Studies for Seventh Grade at SMP Negeri 1 Krebet
H1
H1: The Influence of the Jigsaw Learning Model on Student Learning Outcomes in Social Studies for Seventh Grade Students at SD Negeri
1 Krebet There is an Influence of the Jigsaw Learning Model on Student Learning Outcomes in Social Studies for Seventh Grade at SD Negeri 1 Krebet.

Table 4.16 Results of the One-Sample Test on the Learning Outcomes of the Experimental Class Students

One-Sample Test						
	Test Value = 70					
	T	Df	Sig. (2-Tailed)	Mean Difference	95% Confidence Interval Of The Difference	
					Lower	Upper
Hasil Belajar Siswa	-2.077	63	.042	-3.281	-6.44	-.12

After the t-test was conducted with the help of SPSS.26, it was found that the value in Sig.(2-Tailed) was 0.042 < 0.05.According to the aforementioned stipulation, if the value of Sig(2-tailed) < 0.05, then H1 is accepted.In this study, a Sig.(2-tailed) value of 0.042 was obtained, which is less than 0.05.Therefore, it can be concluded in this One Sample t-test that H1 is

accepted, indicating that there is an influence of the Jigsaw learning model on the learning outcomes of students in the Social Studies subject for the 6th grade at SD Negeri 1 Krebet .

2. N-Gain Test

The N-gain test is conducted to determine the difference between pretest and posttest scores, which can also show whether the use of the Jigsaw learning model has a greater impact on student learning outcomes compared to the use of the PJBL learning model.In this study, the N-Gain test is used. Skor.Below are the categories of normalized gain (g) according to Hake (1999).

Tabel. Kategori Gain Ternormalisasi

Nilai Gain Ternormalisasi	**Interpretasi**
$-1{,}00 \leq g < 0{,}00$	Terjadi penurunan
$g = 0{,}00$	Tetap
$0{,}00 < g < 0{,}30$	Rendah
$0{,}30 \leq g < 0{,}70$	Sedang
$0{,}70 \leq g \leq 1{,}00$	Tinggi

Tabel Hasil Uji Rata-Rata Nilai N-Gain Score[92]

Descriptives				
			Statistic	Std. Error
NGAIN EKSPERIMEN	Mean		74.83	1.497
	95% Confidence Interval For Mean	Lower Bound	71.78	
		Upper Bound	77.88	
	5% Trimmed Mean		74.66	
	Median		74.00	
	Variance		71.692	
	Std. Deviation		8.467	
	Minimum		59	
	Maximum		97	
	Range		38	
	Interquartile Range		10	
	Skewness		.124	.414
	Kurtosis		.613	.809

Based on the results of the N-Gain Score test calculations above, it shows that the average N-Gain Score in the class the experiment given the Jigsaw learning model treatment was 74.83.according to the table of the Gain categoryNormalized, that the N-Gain Score value in the experimental class falls into the high category. Therefore, it can be concluded that the use of the Jigsaw learning model has a significant impact on the learning outcomes of students in the Social Studies subject for sixth grade at SD Negeri 1 Krebet.

E. Discussion

Student activities are a series of activities carried out by learners in the learning process.According to the results of the interviews conducted by the researcher, it was found that during the learning process, students tend to be less active or have low motivation to follow the lessons.This makes it difficult for students to absorb information during lessons and will result in low academic performance.

The low learning outcomes of students are influenced by many factors.In this study, the researcher only focused on the cognitive abilities of the students.The results of the presurvey conducted by the researcher showed that students' learning outcomes are still low, as seen from the students' midterm exam results.

The jigsaw learning model is used by researchers in activities aimed at making learning more active, where students are involved in the learning process.The learning process that is not solely centered on the teacher can impact students' understanding. By using the Jigsaw learning model, students are encouraged to discuss and take responsibility for each material they have learned.After conducting the learning using the jigsaw learning model, the researcher observed several changes that

occurred.According to the results of student observations, it was found that there were changes in the students' learning. Before using the Jigsaw learning model, students were more likely to not listen to others' opinions and were reluctant to express their own opinions during discussions.After being given treatment using the jigsaw learning model, students became more confident in expressing their opinions and also respected the opinions of others.The percentage of improvement in this regard was 57% in the first meeting, 77% in the second meeting, and 88% in the third meeting

IV. CONCLUSION

Based on the research results and discussions that have been outlined previously, a Sig. (2-tailed) value of 0.042 < 0.05 was obtained.it can be concluded that H1 is accepted, indicating that the Jigsaw learning model has an effect on student learning outcomes in the Social Studies subject for seventh-grade students at SD Negeri 1 Krebet . After conducting the t-test and confirming that H1 is accepted, the next step is to calculate the N-Gain to determine the difference between the pretest and posttest scores in the experimental class.The N-Gain Score in the experimental class was obtained with a result of 74.83, categorized as high.It can be concluded that the use of the Jigsaw learning model has an impact on the learning outcomes of students in the Social Studies subject for seventh grade at SD Negeri 1 Krebet .

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