

**PENGARUH MODEL PEMBELAJARAN KOOPERATIF TIPE
JIGSAW TERHADAP HASIL BELAJAR SISWA PADA MATA
PELAJARAN IPAS KELAS V SD IT AL – FAKHRI
KAB. DELI SERDANG
T.P 2025/2026**

ABSTRAK

Penelitian ini bertujuan untuk mengetahui pengaruh signifikan model pembelajaran kooperatif tipe *jigsaw* terhadap hasil belajar siswa pada mata pelajaran Ilmu Pengetahuan Alam dan Sosial (IPAS) materi Ekosistem yang Harmonis di kelas V SD IT Al-Fakhri Kabupaten Deli Serdang Tahun Pelajaran 2025/2026. Metode penelitian yang digunakan adalah *quasi experiment* dengan desain *pretest-posttest control group design*. Sampel penelitian terdiri dari 24 siswa kelas V-A sebagai kelompok eksperimen yang diberi perlakuan model pembelajaran *Jigsaw*, dan 22 siswa kelas V-B sebagai kelompok kontrol yang diajar dengan metode konvensional. Sebelum perlakuan, kedua kelompok diberikan tes awal (*pretest*) untuk mengetahui kemampuan awal siswa. Instrumen penelitian berupa tes essay untuk mengukur hasil belajar kognitif siswa. Data dianalisis dengan uji normalitas, homogenitas, dan uji-t untuk menguji hipotesis. Hasil *pretest* menunjukkan rata-rata kelas eksperimen (36,45) dan kelas kontrol (40,72) tidak berbeda signifikan, sehingga kedua kelompok memiliki kemampuan awal yang setara. Hasil *posttest* menunjukkan bahwa rata-rata hasil belajar kelompok eksperimen (88,70) lebih tinggi secara signifikan dibandingkan kelompok kontrol (77,45). Hasil uji hipotesis dengan uji-t independen menghasilkan nilai t-hitung (3,45) > t-tabel (1,68) pada taraf signifikansi 0,05. Hal ini membuktikan bahwa terdapat pengaruh positif dan signifikan model pembelajaran kooperatif tipe *Jigsaw* terhadap peningkatan hasil belajar siswa pada mata pelajaran IPAS materi Ekosistem yang Harmonis.

Kata Kunci: IPAS, Hasil Belajar, Model Pembelajaran *Jigsaw*

***THE EFFECT OF THE JIGSAW COOPERATIVE LEARNING MODEL ON
STUDENT LEARNING OUTCOMES IN THE SCIENCE AND SOCIAL
STUDIES (IPAS) SUBJECT FOR FIFTHGRADE STUDENTS AT SD IT
AL-FAKHRI, DELI SERDANG REGENCY
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ABSTRACT

This study aims to determine the significant effect of the Jigsaw cooperative learning model on student learning outcomes in the subject of Natural and Social Sciences (IPAS) with the material on Harmonious Ecosystems in fifth grade at SD IT Al-Fakhri, Deli Serdang Regency, Academic Year 2025/2026. The research method used was a quasi-experiment with a pretest-posttest control group design. The research sample consisted of 24 students from class V-A as the experimental group, who were taught using the Jigsaw learning model, and 22 students from class V-B as the control group, who were taught using conventional methods. Before the treatment, both groups were given a pretest to assess students' initial abilities. The research instrument was an essay test to measure students' cognitive learning outcomes. Data were analyzed using normality tests, homogeneity tests, and t-tests to test the hypotheses. The pretest results showed that the average scores of the experimental group (36.45) and the control group (40.72) were not significantly different, indicating that both groups had equivalent initial abilities. The posttest results showed that the average post-test learning outcomes of the experimental group (88.70) were significantly higher than those of the control group (77.45). The hypothesis test using an independent t-test resulted in a t-value (3.45) > t-table (1.68) at a significance level of 0.05. This proves that there is a positive and significant effect of the Jigsaw cooperative learning model on improving student learning outcomes in the IPAS subject matter of Harmonious Ecosystems.

Keywords: IPAS, Jigsaw Learning Model, Learning Outcomes