

**PENGARUH MODEL KOOPERATIF TIPE *JIGSAW* BERBANTUAN MEDIA
KARTU PERTANYAAN TERHADAP HASIL BELAJAR PADA MATA
PEMBELAJARAN IPAS MATERI EKOSISTEM KELAS III
UPT SD NEGERI 060886 TITI RANTAI
MEDAN T.P 2025/2026**

ABSTRAK

Penelitian ini bertujuan untuk mengetahui hasil belajar IPAS materi ekosistem siswa kelas III yang diajar menggunakan model pembelajaran kooperatif tipe *Jigsaw* berbantuan media kartu pertanyaan, untuk mengetahui hasil belajar IPAS materi ekosistem siswa kelas III yang diajar menggunakan model pembelajaran kooperatif tipe *Jigsaw* tanpa media kartu pertanyaan, dan untuk mengetahui pengaruh penggunaan model pembelajaran kooperatif tipe *Jigsaw* berbantuan media kartu pertanyaan terhadap hasil belajar IPAS siswa kelas III UPT SD Negeri 060886 Titi Rantai Medan Tahun Pelajaran 2025/2026. Penelitian ini menggunakan pendekatan kuantitatif dengan metode *quasi eksperimen* dan desain *pretest-posttest control group design*. Sampel penelitian terdiri atas dua kelas, yaitu kelas III-A sebagai kelas eksperimen yang diajar menggunakan model pembelajaran kooperatif tipe *Jigsaw* berbantuan media kartu pertanyaan dan kelas III-B sebagai kelas kontrol yang diajar menggunakan model pembelajaran kooperatif tipe *Jigsaw* tanpa media kartu pertanyaan. Instrumen penelitian yang digunakan berupa tes esai yang telah diuji validitasnya. Teknik analisis data meliputi uji normalitas menggunakan uji Liliefors, uji homogenitas, serta uji hipotesis menggunakan uji *t*. Hasil penelitian menunjukkan bahwa rata-rata nilai *posttest* kelas eksperimen sebesar 86,52, sedangkan rata-rata nilai *posttest* kelas kontrol sebesar 78,66. Berdasarkan hasil uji hipotesis diperoleh nilai $T_{tabel} = 2,181$ dan $T_{hitung} = 2,005$. Dengan demikian, dapat disimpulkan bahwa terdapat pengaruh yang signifikan penggunaan model pembelajaran kooperatif tipe *Jigsaw* berbantuan media kartu pertanyaan terhadap hasil belajar IPAS siswa kelas III.

Kata Kunci: Jigsaw, Media Kartu Pertanyaan, Hasil Belajar.

**THE EFFECT OF THE JIGSAW COOPERATIVE LEARNING MODEL
ASSISTED BY QUESTION CARD MEDIA ON LEARNING OUT
COMES IN IPAS SUBJECT ON ECOSYSTEM MATERIAL
FOR THIRD-GRADE STUDENTS AT UPT SD NEGERI
060886TITI RANTAI MEDAN ACADEMIC YEAR
2025/2026**

ABSTRACT

This study aimed to determine the learning outcomes of third-grade students in the IPAS subject on ecosystem material taught using the Jigsaw cooperative learning model assisted by question card media, to determine the learning outcomes of third-grade students taught using the Jigsaw cooperative learning model without question card media, and to determine the effect of the Jigsaw cooperative learning model assisted by question card media on the IPAS learning outcomes of third-grade students at UPT SD Negeri 060886 Titi Rantai Medan in the 2025/2026 academic year. This research employed a quantitative approach using a quasi-experimental method with a pretest–posttest control group design. The research sample consisted of two classes, namely class III-A as the experimental group taught using the Jigsaw cooperative learning model assisted by question card media and class III-B as the control group taught using the Jigsaw cooperative learning model without question card media. The research instrument used was an essay test that had been validated. Data analysis techniques included the normality test using the Liliefors test, the homogeneity test, and hypothesis testing using the t-test. The results showed that the average posttest score of the experimental class was 86.52, while the average posttest score of the control class was 78.66. Based on the hypothesis testing results, the t-table value was 2.181 and the t-count value was 2.005. Thus, it can be concluded that the use of the Jigsaw cooperative learning model assisted by question card media has a significant effect on the IPAS learning outcomes of third-grade students.

KEYWORDS: Jigsaw, Question Card Media, Learning Outcomes