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IMPROVEMENT OF INDONESIAN LANGUAGE LEARNING THROUGH COOPERATIVE LEARNING MODEL TYPE-JIGSAW WITH PICTURE MEDIA AT SDN PUCUKSARI CLASS III KENDAL REGENCY

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Abstract

The learning outcomes of third-grade Indonesian Language students at Pucuksari Elementary School, Kendal Regency, were low, as evidenced by daily test data. Most students scored below the Minimum Passing Criteria (KKM ≥ 75), with only a few exceeding this threshold. Teaching methods were primarily teacher-centered and lacked diversity in instructional media, leading to low student engagement. To address these challenges, action research was conducted in the classroom using a jigsaw cooperative learning model supplemented with visual media.The study aimed to evaluate the effectiveness of this model in enhancing teacher skills, student activities, and learning outcomes in Indonesian Language lessons. The research design comprised two cycles, each involving planning, implementation, observation, and reflection. The participants were 23 third-grade students—12 boys and 11 girls—from Pucuksari Elementary School. Data collection techniques included both non-test methods (observation, interviews, field notes, documentation) and test methods (written assessments). Findings revealed significant improvement in student engagement and learning outcomes, particularly in topics related to transportation technology. Achievement rates increased from 67% in Cycle I to 88% in Cycle II. Similarly, learning mastery rose from 55% with 9 students meeting criteria in Cycle I to 95% with 22 students achieving success in Cycle II. Conclusively, the implementation of the jigsaw cooperative learning model with pictorial media substantially enhanced student activities and learning outcomes. Teachers are encouraged to adopt this model to create more dynamic and engaging learning environments, yielding better academic results for students.

Keywords: Student learning outcomes, Jigsaw cooperative learning, Picture media, Student activities

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INTRODUCTION

Developing thinking, working, and emotional skills, emphasizing social attitudes, and offering hands-on learning opportunities are all important ways to improve comprehension of the content being studied when studying Indonesian. Because students can look for, try, find, and experience materials that are important and beneficial in daily life, learning Indonesian necessitates meaningful learning experiences.The third-grade Indonesian language learning process. The Indonesian language learning process in grade III at SD N Pucuksari is still teacher-centered, with strategies and methods that are not innovative and media that are not varied. This results in low student motivation and enthusiasm to discuss or answer the teacher's questions. Students get bored easily and their learning outcomes are low due to monotonous and less varied learning. Teachers do not encourage students to be active, so students' activities are limited to listening to the teacher's explanations and taking notes. Innovative Indonesian language teaching pays close attention to students' abilities and rights, so it can be said that innovative Indonesian language teaching is humanistic language teaching. This is related to the objective that has been met, which is that Indonesian language instructors should be able to implement creative teaching strategies that make learning the language enjoyable and simple. The results of the study have broad implications for Indonesian language teachers in schools to realize innovative Indonesian language learning to always providing variety in learning by utilizing the competences possessed by students.The results of the study have broad implications for Indonesian language teachers in schools to realize innovative Indonesian language learning to always providing variety in learning by utilizing the competences possessed by students (Rosmawati, 2020).

Innovative Indonesian language learning emphasizes student competencies and rights, aiming to create engaging and enjoyable lessons The results of the study inspire educators to use a variety of learning approaches, increasing the efficacy of teaching Indonesian in classrooms (Anwar & Syaputra, 2022).

In language instruction, creativity and innovation are two crucial components that complement one another in achieving the objectives of language instruction. Language instruction's effectiveness is influenced by both the content and the methods teachers employ to convey it to their pupils In this instance, the curriculum's requirements are followed in Content preparation, with special attention to contextual content.. (Anwar & Syaputra, 2022)

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The activities available for learning Indonesian are not engaging at the moment.. This statement is supported by the learning outcome data of third grade students at SDN Pucuksari, Kendal Regency, which shows that only a few students scored above the minimum passing criteria (KKM ≥ 75), while most did not reach the KKM. One solution to this problem is to use the Jigsaw Cooperative Learning model. Cooperative learning is an instructional strategy that promotes student engagement and collaboration, thereby enhancing the learning experience through structured group work. Among various cooperative learning models, the jigsaw method stands out as a highly effective approach. The jigsaw model, created by Elliot Aronson and others in the early 1970s, breaks up education into discrete parts, with each group member in charge of both learning and instructing a particular part. This approach not only fosters interdependence and responsibility among group members, but also develops critical thinking and communication skills.

By examining the definition and implementation of the Jigsaw cooperative learning model, this research aims to explain its impact on student learning outcomes and its relevance in the context of contemporary education. Cooperative learning has become an important instructional strategy that increases student engagement and collaboration while enriching the learning experience through structured group dynamics. Elliot Aronson created the jigsaw method in the 1970s, and it stands out among other cooperative learning methods because it encourages peer teaching and learning.. Students' social and communication skills are improved in this cooperative setting where they may support and exchange ideas (Sukmawati et al., 2024).Increasing Involvement, Engagement, and Academic Results in(Sukmawati et al., 2024). Improving Interest, Participation and Learning Outcomes in using the Jigsaw Model Learning Approach to Learn IPS (Karnidah, 2023).

The innovative model divides lessons into specific parts and assigns each student in the group the responsibility of mastering that part and teaching it to his or her peers. This method not only encourages group interdependence and accountability, but it also helps members improve critical thinking and communication skills. The aim of this study is to investigate the jigsaw cooperative learning model's description and real-world implementation in order to determine how it affects student learning outcomes and its relevance in the modern educational environment.

In addition to improving academic achievement, the Jigsaw cooperative learning paradigm makes a substantial contribution to students' social skill development. The development of mutual respect and acceptance of diverse viewpoints are

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fostered in this collaborative setting, which is essential to fostering an inclusive learning environment.For example, a study of fourth-grade students showed that using the jigsaw method increased student engagement and achievement. This implies that when students collaborate to achieve a common objective, they grow closer and take on a sense of shared accountability (Herawaty Bukit, 2017). Students are divided into small groups, with each member responsible for learning and teaching a specific part of the lesson material, leading to increased interaction (Sukmawati et al., 2024).

Additionally, the Jigsaw cooperative learning approach has shown great benefits in higher education settings, where group dynamics are crucial for promoting creativity and critical thinking in students. (Triani, 2016). Students critical thinking and problem-solving abilities are strengthened by the jigsaw cooperative learning technique, which also improves cooperative learning. This approach encourages active engagement and a deeper comprehension of the material by placing students in a collaborative setting where they must rely on one another's knowledge in learning (Herawaty Bukit, 2017).

Additionally, the jigsaw method's adaptability can be used outside of traditional topics; for instance, it has demonstrated promise in psychology education, tackling issues like the absence of specific teaching methods and ineffective feedback mechanisms. This adaptability not only enriches the educational experience, but also prepares students for complex social interactions in different contexts. The Jigsaw cooperative learning model has several advantages in the learning process, including 1) promoting independent thinking, which is an attitude and behavior that does not easily depend on Fothers for finishing chores, 2) encouraging democratic ways of thinking, feeling, and doing that respect equal rights and obligations for oneself and others, 3) encouraging diligence, which demonstrates serious efforts to overcome various learning obstacles and complete tasks to the best of one's ability, 4) promoting creativity, which is thinking and doing something to produce new ways or results from what is already available, and 5) promoting communication skills, which are behaviors that show enjoyment in talking, socializing, and working with others.

The efficacy of the jigsaw cooperative learning approach in raising student involvement in an English language classroom is examined in this collaborative action research, which found that students' engagement increased by 23.88%. (Suwartono & Romdona, 2024)

The Jigsaw cooperative learning strategy not only enhances cooperative learning, but also promotes the development of critical thinking and problem-

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solving skills in students. This approach encourages students to actively participate in their education and develop a better comprehension of the material by placing them in a collaborative setting where they must rely on one another's knowledge Beyond traditional disciplines, the jigsaw method's adaptability can be used; for instance, it has demonstrated promise in psychology education, tackling frequent issues like a lack of specific teaching methods and ineffective feedback mechanisms. This adaptability not only enriches the educational experience but also prepares students for complex social interactions in diverse contexts.

The results of the study by Mulyadi et al. (2013) stated that this study found that jigsaw cooperative learning significantly improved the achievement of second year students in teaching and learning strategies compared to traditional group discussions, they are successful in Indonesian higher education institutions because of their good attitudes and interpersonal abilities (Marhamah & Mulyadi, 2013)On the other hand, according to Karina et al. (20-24), the jigsaw learning model significantly improved students' learning outcomes in the Indonesian educational environment, as evidenced by the increase in thematic learning scores from 47% in the pre-cycle to 88% in the third cycle, and fostered students' sense of cooperation, involvement, and responsibility. The use of learning models is very important in advancing a particular field. A learning model is a conceptual framework that has been successfully developed in one field and is now specifically applied to guide research and thinking in other, usually less advanced fields (Widiastuty, 2020).

"The jigsaw learning model significantly improved students' learning outcomes," according to the study's findings (Putra, 2021). The Jigsaw cooperative learning model effectively improves students' learning outcomes as shown in a study where the average learning achievement increased from 77.63 in the first cycle to 82.71 in the second cycle, exceeding the minimum achievement standard.

The Jigsaw Cooperative Learning model with visuals allows students to learn best, especially for transportation development material. Visual media provide concrete images for students to get concrete teaching materials and provide direct experience. (Saputra & others, 2020) highlights the profound impact of cultural narratives on the formation of individual identity, especially in the Indonesian context. This idea extends to examining how traditional storytelling methods, such as those found in "Rattan Sang Kiai," serve not only as educational tools, but also as a vessel for transmitting spiritual and ethical values across generations. By analyzing these stories through a semiotic lens, one can uncover layers of meaning that resonate with contemporary audiences while maintaining their historical significance. Furthermore, this interweaving of narratives and belief

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systems invites reflection on the role of modern media in shaping perceptions of tradition and raises questions about authenticity and adaptation in an increasingly globalized world.

Jigsaw is a type or model of flexible cooperative learning. Based on the background review above, the researcher reviewed it through classroom action research entitled "Improving Indonesian Language Learning Through the Jigsaw Type Cooperative Learning Model with Picture Media at SD N Pucuksari Class III, Kendal Regency. The purpose of this classroom action research is to improve the quality of Indonesian language learning for students of Class III of SDN Pucuksari, Kendal Regency. The study's specific goals are to: (1) raise students' motivation and engagement in learning Indonesian using a cooperative learning model akin to a jigsaw puzzle with picture media; and (2) raise students' learning outcomes in learning Indonesian using the same cooperative learning model with video.

RESEARCH METHODS

This research is in the form of classroom action research (PTK), which was conducted in two cycles. Planning, action, observation, and reflection are all a part of each cycle.The research subjects were third-grade students of SDN Pucuksari Kendal Regency, a total of 23 people, consisting of 12 male students and 11 female students. Data collection techniques in this study include non-test techniques such as observation, interviews, field notes, and documentation, as well as test techniques in the form of written tests. Data collection in this study used learning activity data taken from teachers' lesson plans and observation sheets for the implementation of the jigsaw-type cooperative learning (CL) learning model.

Progress data on learning activities, taken from observation sheets during group work and group presentations. Progress data on learning outcomes, taken from individual group work reports and written test scores at the end of the learning process. To analyze the analysis will be conducted through quantitative descriptive analysis, through data collection, analysis, and discussion of the data obtained by matching the level of optimality to the achievement of existing success indicators. The success indicators of this study include that the teacher has been declared successful in implementing the learning process with the Jigsaw-type Cooperative Learning (CL) approach. If more than 85% of students received an average score of greater than 75.00, learning outcomes are deemed improved (KKM Learners).

Data were collected using test and non-test techniques. Non-test techniques include observation, interviews, field notes, and documentation, while test techniques use formative assessments to determine each student's understanding of

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the Indonesian language learning that has been learned. Data analysis was quantitative and qualitative. Quantitative data was obtained from the test results taken by students in each cycle, while qualitative data was obtained from observations, interviews, field notes, and documentation. The indicator of the success of this research is the increase in student learning outcomes in the following period. The instrument grids were created as a reference for the test questions that the teacher would use to collect data in this study.

RESULTS AND DISCUSSION

CYCLE I

Planning Stage

At this stage, the activities carried out are preparing lesson plans, preparing tools, resources, and materials needed in the learning process, compiling teacher observation instruments, and student observation instruments. There are several obstacles to be faced, but after asking for instructions and directions from the supervisor, the obstacles can be overcome properly.

Implementation Stage

Cooperative Group; (1) 23 learners are divided into 5 (five) groups, each group consisting of 5 people; (2) Each group member is given a different question card to work on individually within the given time. Expert Group; (1) Learners who have the same question cards are gathered together to form 5 (five) large groups, and each group has 5 members (group of 5); (2) The head of the expert group discusses the same problem to be solved together; (3) The results of the agreement of all the groups are written by all the members on the prepared worksheet; (4) Each group plans how to communicate with the members of the original group, which is then called the triad group. Triumvirate Group: (1) Each group member takes turns presenting the results of the expert group work; (2) Each group member records the results of the expert group work.

The learning activities end with a written test, which is intended to determine the increase in learning outcomes of Class III students with the application of the jigsaw-type cooperative learning (CL) approach. The assumption is that if learning activities and results increase, there will be an increase in learning outcomes.

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Observation Stage

Based on the research results from cycle I to cycle II, it is known that there is an increase in learning, which includes student activity and learning outcomes on transportation technology material. In cycle I, the score obtained was 24 with good criteria, while in cycle II, the score obtained was 32 with excellent criteria. Based on the results of research on improving the quality of Indonesian language learning through the jigsaw type Cooperative Learning learning model with picture media for third grade students of SDN Pucuksari, Kendal Regency, the researcher can conclude that: (1) The jigsaw type Cooperative Learning learning model with picture media also increases student activity in learning Indonesian language material on transportation technology. The results of observations of student activity showed that in cycle I, students obtained a score of 254 with an average assessment of 11.2 and received sufficient criteria. While in cycle II, students obtained a score of 337 with an average of 17.4 and obtained very good criteria; (2) In addition to improved teacher skills and student activities, student learning outcomes in learning Indonesian language material on transportation technology also increased through the Cooperative Learning jigsaw type learning model with image media. The increase in learning outcomes is indicated by an average score of 67 in cycle I, with 55% learning completeness or 9 students complete learning, and an average score of 88 in cycle II with 95% learning completeness or 22 students complete learning with minimum completeness criteria (KKM) getting a score ≥ 75.

Reflection Stage

The results of the data analysis of increased activity in cycle I were 11.2, with sufficient criteria. and student learning outcomes in cycle I were 55%. While the activity in cycle II was 17.4, with very good criteria. Learning outcomes in cycle II (95%), which means that the success indicator has been exceeded. Because the success indicator has been proven, there is no need for improvement and improvement efforts. The Jigsaw type cooperative learning (CL) approach has been able to improve the activities and learning outcomes of students which is characterized by the achievement of success indicators and an increase in student learning outcomes. In Cycle II, the classroom action research (PTK) was finished with positive outcomes.

Table 1. Results of Student Activity Observation Cycle I

Component	Score	Total scores	Average.	Criteria

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Student Activity	1	2	3			
Actively asking question	12	7	4	38	1,6	Fair
Expressing an opinion	8	11	4	42	1,8	Fair
Doing the task	7	7	9	48	2,1	Good
Answering questions	11	7	5	40	1,7	Fair
Cooperation in the group	8	9	6	38	1,9	Fair
Responsibility for the task	6	9	8	48	2,1	Good
Total assessment score	**52**	**50**	**36**	**254**	**11,2**	Fair

Tabel 2. Quantitative Frequency Distribution of Student Learning Outcomes Cycle1

Interval Value	Frequency	Frequency Relative	Qualification
100	-	-	-
90 – 99	1	5	Completed
80 – 89	5	25	Completed
70 – 79	3	15	Completed
60 – 68	4	10	Not Completed
50 – 59	5	25	Not Completed
40 – 49	4	15	Not Completed
30 – 39	1	5	Not Completed
Total	23	100	

Table 2, shows that the average score is 67, with a minimum completeness criteria of 75, students who have completed learning are 9, and those who have not completed learning are 14, with a percentage of completeness is 55%.

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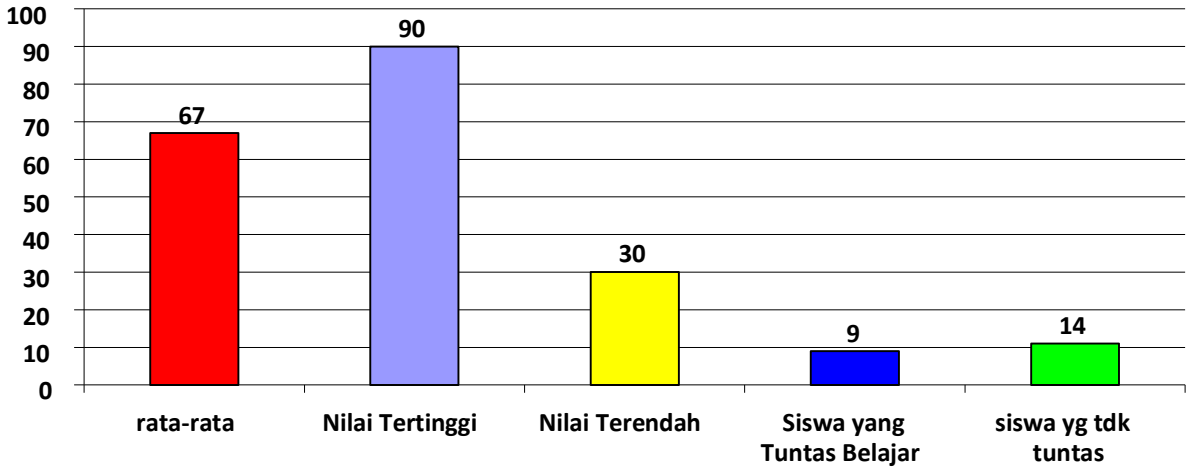

Grafik 1. Bar Graph of Student Learning Outcomes Cycle I

Table 3. Results of Student Activity Observation Cycle II

Component	Score			Total scores	Average	Criteria
Student Activity	1.	2	3			
Actively asking question	2.	2	1	67	3,0	Good
Expressing an opinion	1.	5	17	62	2,7	Good
Doing the task	-	-	23	69	3,0	very good
Answering questions	-	1	22	68	3,0	very good
Cooperation in the group	1	1	21	66	3,0	very good
Responsibility for the task	1.	1	21	66	3,0	very good
Total assessment score	**3**	**10**	**101**	**337**	**17,4**	very good

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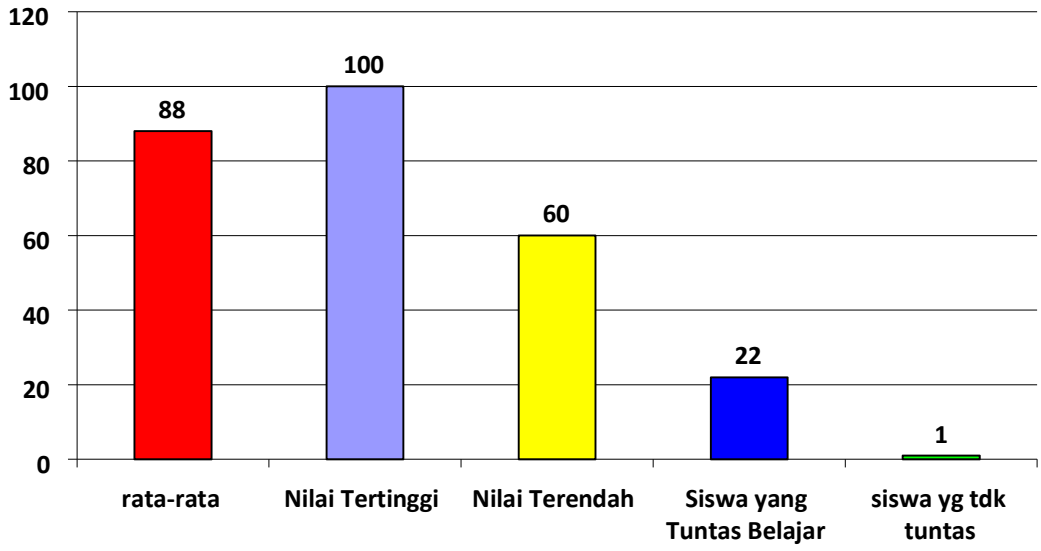
Tabel 4. Quantitative Frequency Distribution of Student Learning Outcomes Cycle1I

Interval Valu	Frequency	Frequency Relative	Qualification
100	11	40	Completed
90 – 99	5	25	Completed
80 – 89	5	25	Completed
70 – 79	1	5	Completed
60 – 68	1	5	Not Completed
50 – 59			
40 – 49			
30 – 39			
Jumlah	23	100	

Table 4 shows that the average score is 88, with minimum criteria of completeness of 75. students who have completed the learning are 22, and those who has not completed the learning are 1, with a percentage of completeness is 95%.



Grafik 2. Bar Graph of Student Learning Outcomes Cycle II

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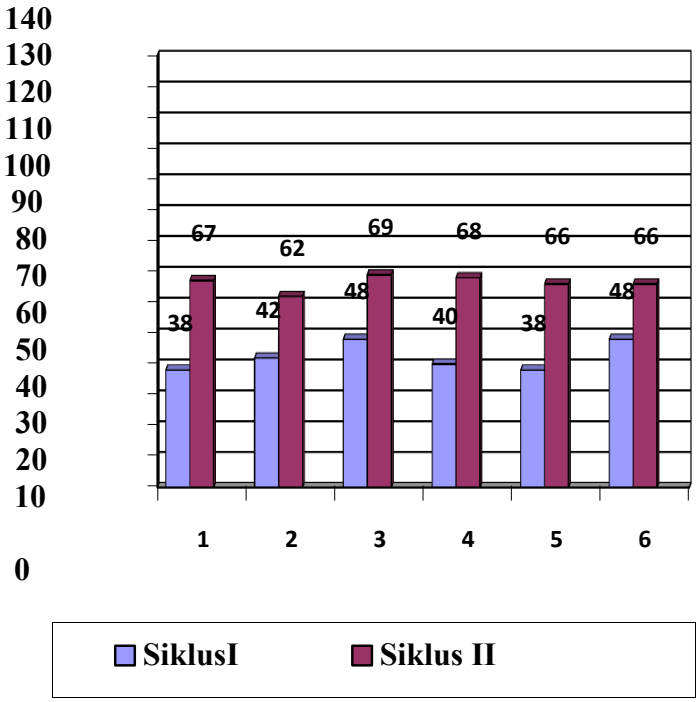
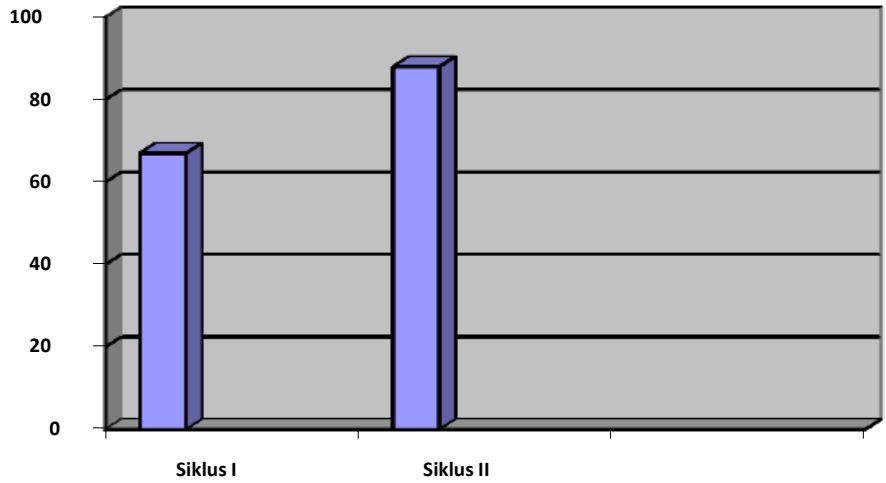
Grafik 3. Bar Chart of Student Activity Improvement Cycle I and Cycle II





Grafik 4. Bar Chart of Average Improvement of Cycle I and Cycle II Learning Outcomes

Based on the results of the research on improving the quality of Indonesian language learning through the jigsaw type cooperative learning model with picture media for third grade students of SDN Pucuksari, Kendal Regency, the researcher can conclude that: (1). The jigsaw type cooperative learning learning model with

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picture media can increase students' activity in learning Indonesian language material on transportation technology. The results of observing students' activities showed that in Cycle I, students obtained a score of 254 with an average score of 11.2 and met sufficient criteria. While in Cycle II, students obtained a score of 337 with an average score of 17.4 and obtained very good criteria; (2) In addition to the increased student activity, students' learning outcomes in learning Indonesian language material on transportation technology also increased through the jigsaw-type cooperative learning learning model with visual media. The increase in learning outcomes is indicated by an average score of 67 in Cycle I with 55% learning completeness or 9 students complete learning, and an average score of 88 in Cycle II with 95% learning completeness or 22 students complete learning, with minimum completeness criteria (KKM) getting a score ≥ 75.

This increase shows that child-centered learning has a significant impact compared to teacher-centered learning. Cooperative learning can also improve cooperation among students and stimulate children to think critically because of the challenges in learning.

Conclusions and Suggestions

The application of jigsaw-type cooperative learning (CL) approach is very effective in the effort to improve the activities and results, and learning outcomes of Indonesian Language, Grade III students. Facts have shown the acquisition of the average score of activities and learning outcomes of students in Cycle I (11.2), while in Cycle II (17.4), learning outcomes from 55% to 95% have exceeded the success indicators set. The research was declared "successful" and stopped at cycle II.

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