

**THE EFFECT OF USING THE JIGSAW LEARNING MODEL ON THE
INDONESIAN LANGUAGE LEARNING OUTCOMES OF GRADE V STUDENTS
OF PRIVATE ELEMENTARY SCHOOL MASEHI NO. 3 KABANJAHE**

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ABSTRACT

Effective education is greatly influenced by the learning methods used. In elementary schools, conventional learning methods are often unable to optimally improve student learning outcomes, especially in Indonesian language subjects. Therefore, an innovative approach is needed to improve student understanding of the material being taught. One method considered effective is the Jigsaw learning model, which encourages active collaboration among students. This study aims to determine the effect of the Jigsaw learning model on Indonesian language learning outcomes for fifth-grade students at SD Swasta Masehi No. 3 Kabanjahe, focusing on poetry and pantun materials. This study uses a quantitative, experimental design. The research sample consisted of two groups: the experimental group, which received treatment using the Jigsaw learning model, and the control group, which used conventional learning. Data were collected through pretest and posttest measures, which were analyzed using the Paired-Samples t-Test. The results showed that the experimental group experienced a significant increase in learning outcomes. The average posttest score for the experimental group was 87.55, while the control group reached only 74.05. The results of the hypothesis test showed a t-value of 6.107 and a p-value of 0.000, which is less than 0.05; thus, the alternative hypothesis is accepted, and the null hypothesis is rejected. The application of the Jigsaw learning model significantly improves students' Indonesian language learning outcomes, especially in poetry and pantun materials. This learning model can be implemented as an innovative alternative to improve the quality of learning in elementary schools.

Keywords: Jigsaw learning model, learning outcomes, Indonesian language, cooperative learning, elementary school education

ABSTRAK

Pendidikan yang efektif sangat dipengaruhi oleh metode pembelajaran yang digunakan. Di sekolah dasar, metode pembelajaran yang konvensional sering kali kurang mampu meningkatkan hasil belajar siswa secara optimal, khususnya dalam mata pelajaran Bahasa Indonesia. Oleh karena itu, dibutuhkan pendekatan inovatif untuk meningkatkan pemahaman siswa terhadap materi yang diajarkan. Salah satu metode yang dianggap efektif adalah model pembelajaran Jigsaw, yang mendorong kolaborasi aktif antar siswa. Penelitian ini bertujuan untuk mengetahui pengaruh penggunaan model pembelajaran Jigsaw terhadap hasil belajar Bahasa Indonesia

siswa kelas V SD Swasta Masehi No.3 Kabanjahe pada materi puisi dan pantun. Penelitian ini menggunakan pendekatan kuantitatif dengan desain eksperimen. Sampel penelitian terdiri dari dua kelompok siswa, yaitu kelompok eksperimen yang diberi perlakuan menggunakan model pembelajaran Jigsaw dan kelompok kontrol yang menggunakan pembelajaran konvensional. Data dikumpulkan melalui tes pretest dan posttest yang dianalisis menggunakan uji Paired Sample t-Test. Hasil penelitian menunjukkan bahwa kelompok eksperimen mengalami peningkatan hasil belajar yang signifikan. Rata-rata nilai posttest kelompok eksperimen adalah 87,55, sedangkan kelompok kontrol hanya mencapai 74,05. Hasil uji hipotesis menunjukkan nilai t-hitung 6,107 dan nilai signifikansi 0,000, yang lebih kecil dari 0,05, sehingga hipotesis alternatif diterima dan hipotesis nol ditolak. Penerapan model pembelajaran Jigsaw memberikan pengaruh yang signifikan terhadap peningkatan hasil belajar Bahasa Indonesia siswa, khususnya pada materi puisi dan pantun. Model pembelajaran ini dapat diimplementasikan sebagai alternatif inovatif untuk meningkatkan kualitas pembelajaran di sekolah dasar.

Kata Kunci: model pembelajaran Jigsaw, hasil belajar, bahasa indonesia, pembelajaran kooperatif, pendidikan sekolah dasar

A. Introduction

Education can be understood as a learning process in which students take responsibility for their actions, thereby gaining knowledge.(Pristiwanti et al., 2022)(HABSY et al., 2024)(Abd Rahman et al., 2022)Education can also improve life in society, leading to a better civilization. However, as human civilization advances, the problems facing education will increase. By embracing education, one can enhance one's potential.(Suryani, 2023)(Setyawan, 2025).

Education is a process that produces students with high moral standards, so it is a place everyone

must go through.(Arifin, 2022) (Akhlak, 2019) However, education in Indonesia currently does not reflect its true function. The educational system implemented is meaningless; students are given various subjects whose functions and purposes they may not understand. The goal of education is to improve the quality of human resources and prepare them to enter the world of work, not just to earn high grades. (Siahaan, 2016)(Khairiyah & Dewinda, 2022)(Hartanto et al., 2019).

Through education, someone who initially knew nothing becomes someone who can learn what they did not know. Therefore, a teaching and learning process is necessary. Through learning, we not only gain

knowledge but also change our behavior and attitudes from previously negative ones.(Faristin et al., 2025)(Muhtadi, 2011)According to Mhd. Syahdan Lubis (2021:96) notes that the educational process generally focuses on three main areas for students to achieve: affective, cognitive, and psychomotor. Affective relates to attitudes, morals, ethics, and emotional management. Cognition relates to thinking, knowledge transfer, logic, and analysis. Psychomotor relates to the practice or application of what is acquired through cognitive pathways.(Lubis, 2021).

Effective learning will achieve learning objectives with optimal results. The learning process in schools is paramount to achieving learning outcomes. Various factors cause suboptimal learning outcomes. A key factor in achieving competencies in a subject is how a teacher implements the learning process.(Kartika & Arifudin, 2022)(Bararah, 2017)(Asmara & Nindianti, 2019). According to Ailsa Zada Yusrika (2024:25), learning is a process of interaction between educators and students to exchange information in a learning environment. The success of learning in schools

depends heavily on the collaboration between educators and students, as well as the teaching methods used. One subject taught in elementary schools is Indonesian, which plays a vital role in developing students' language skills, including listening, speaking, reading, and writing. As a basic subject, Indonesian serves not only as a means of communication but also as a foundation for understanding other subjects.(Kahar et al., 2020). The primary objective of Indonesian language instruction, as per Muhammad Ali (20201), is to impart students with accurate and proficient Indonesian language skills that are consistent with the language's objectives and functions. The objective of Indonesian language courses is to provide students with the capacity to communicate effectively and efficiently, in compliance with relevant ethical standards, both in writing and orally. Consequently, the inadequate learning outcomes of Indonesian elementary school students necessitate additional investigation, particularly in relation to the manner in which educators tailor the learning process to the unique characteristics of their students (Ali, 2020).

Based on the researcher's experience in class V at SD Swasta Masehi No. 3 Kabanjahe, teachers were still found to use conventional learning methods, such as lectures and assignments, without actively involving students in the teaching and learning process. Teachers dominated the learning process, while students only played a passive role. This made students less enthusiastic, less serious, and less attentive to what the teacher conveyed during the learning process. The use of textbooks as the sole source of learning also limited students' ability to delve deeper into the material. This monotonous approach made students less interested in learning Indonesian and led to a less pleasant learning experience.

To address this issue, a more innovative and interactive learning model is needed, one that can actively engage students in the teaching and learning process. One such model is Jigsaw learning. The Jigsaw model is a form of cooperative learning in which students are divided into small groups, and each group member is responsible for learning and teaching a specific section of the material to their peers. This ensures that each

student is actively involved in the learning process and feels responsible for their groupmates' understanding.

The Jigsaw model not only encourages students to be more active learners but also fosters a sense of mutual support and cooperation among students. Furthermore, this model also develops students' social skills, such as the ability to communicate, collaborate, and provide and receive feedback.(Afida, 2024)(Ramadhanti et al., 2025)(Syah et al., 2024). According to Diki Heriwan (2020:147), the Jigsaw learning model is the most frequently used and very suitable for Indonesian language studies.(Heriwan & Taufina, 2020)Jigsaw learning is a learning model designed to increase students' self-confidence and responsibility for their own learning and for their group's learning. Students not only learn the material but also must be able to solve learning problems within their group.(Wahyuni & Elsa, 2025)(Hakim & Komilah, 2024).

The application of the Jigsaw learning model also allows students to be more involved in the process of exploring knowledge. Students not only listen to the teacher's explanations but also

actively participate in discussions, asking questions and explaining the material to their friends. Based on the problems above, the author is interested in conducting research with the title: "The Effect of Using the Jigsaw Learning Model on Indonesian Language Learning Outcomes of Grade V Students of SD Swasta MAsehi No. 3 Kabanjahe Academic Year 2025/2026."

B. Research Methods

Research Design

A quantitative, experimental design is implemented in this investigation. Quantitative research prioritizes the measurement of phenomena that can be analyzed numerically and statistically. Experimental research is implemented in this instance to evaluate the impact of instructional methodologies on student learning outcomes. Experimental research concentrates on the cause-and-effect relationship between independent and dependent variables. The Jigsaw learning model is the independent variable that is manipulated in this study, while the dependent variable is the learning outcomes of students in Indonesian language subjects. The research

participants in this study are divided into two groups: an experimental group that employs the Jigsaw learning model and a control group that receives conventional instruction. The design employed is a Nonequivalent Control Group Design. In order to evaluate the modifications in pupil learning outcomes that resulted from various treatments, pretests and posttests were implemented.

Sample and Population

The population in this study was all 40 fifth-grade students of SD Swasta Masehi No. 3 Kabanjahe. From this population, the research sample was taken using the Simple Random Sampling technique, namely, random sampling. The sample consisted of two groups: class VA, the experimental group receiving treatment with the Jigsaw learning model, and class VB, the control group receiving instruction through the lecture or conventional method. This sample was selected randomly to ensure representative results from the wider population.

Research Instruments

The research instrument used to collect data was a test. This test consisted of multiple-choice questions designed to measure students' comprehension of the provided Indonesian language material. The test consisted of a pretest and a posttest, administered to both experimental and control groups. The questions in this test were designed to measure three aspects of students' cognitive abilities: knowledge, understanding, and application. Before use, the test instrument was piloted to test its validity and reliability. Instrument validity was assessed using SPSS to ensure that the test questions measured what they were intended to measure. In contrast, reliability was assessed using Cronbach's alpha to ensure test consistency.

Data Analysis

Inferential statistics will be implemented to evaluate the data collected. A normality test is performed prior to conducting further analysis to guarantee that the data are normally distributed, which enables the selection of the most suitable statistical method. Subsequently, a

homogeneity test is implemented to determine whether the data variability between the experimental and control groups is homogeneous. A Paired Samples t-test is employed to compare the pretest and posttest scores within each group in order to test the hypothesis. The purpose of this paired t-test is to determine whether there is a substantial difference in learning outcomes between the experimental group, which employs the Jigsaw learning model, and the control group, which employs conventional learning. The alternative hypothesis is accepted if the calculated t-value exceeds the table t-value, which suggests that the Jigsaw learning model has a substantial impact on student learning outcomes.

C. Results And Discussion

Research result

This study aims to determine the effect of the Jigsaw learning model on students' Indonesian language learning outcomes in poetry and rhyme materials at SD Swasta Masehi No. 3 Kabanjahe. The study was conducted on December 8-13, 2025, involving fifth-grade students of the 2025/2026 academic year as research

subjects. Students were divided into two groups: the experimental class, which used the Jigsaw model, and the control class, which received conventional instruction.

Validity and Reliability of Instruments

The validity of the research test instrument was evaluated on a sample

of 40 pupils at SD Negeri 040479 Perteguhen using Pearson's Product-Moment correlation in SPSS. The instrument consisted of 20 initial questions. Because the calculated r-value of each item exceeded the table r-value of 0.312, 15 questions were declared valid from this test. The final instrument was devoid of five invalid queries.

Table 1. Validity and reliability test

Item No.	r-count	r-table	Information
1-15 (valid)	>0.312	0.312	Valid
Total	-	Cronbach's α = 0.915	Reliable

The reliability test results showed a Cronbach's Alpha coefficient of 0.915, which far exceeded the critical limit of 0.60; the test instrument was declared highly reliable (category "Very High"). This level of reliability ensures consistent, stable measurement of student learning outcomes in poetry and pantun material.

Both instrumental tests demonstrated that the research measurement tool had a robust, consistent construction for measuring Indonesian language-learning outcome variables. Of the initial 20 items, 15 remained high-quality, ready for use in experimental

testing, meeting rigorous quantitative research standards.

Student Learning Outcomes

In this, the relevant data were obtained, and pretest and posttest tests were administered to two groups of students: the experimental group that used the Jigsaw learning model and the control group that used conventional learning methods.

Table 2. Student Learning Outcomes

Statistics	Control		Experiment	
	Pretest	Posttest	Pretest	Posttest
Amount (Σ)	1,400	1,481	1,405	1,751
Average (Mean)	70	74.05	70.25	87.55
Minimum	60	60	65	75
Maximum	80	88	75	100
N	20	20	20	20

The table above shows the learning outcomes of students in the control and experimental groups as measured by pretest and posttest. In the control group, the total pretest score was 1,400, with an average of 70, while the posttest score increased to 1,481, with an average of 74.05, indicating an increase, although not significant. Meanwhile, in the experimental group

using the Jigsaw learning model, the total pretest score was 1,405 with an average of 70.25. After treatment, the posttest score increased significantly to 1,751 with an average of 87.55. The greater increase in the experimental group indicates that the Jigsaw learning model has a more significant positive effect on student learning outcomes than conventional learning.

Normality Test (Shapiro-Wilk)

Table 3. Normality Test

Data	Class	Statistics	df	Sig.
Pretest	Control	0.965	20	0.652
	Experiment	0.929	20	0.148
Posttest	Control	0.957	20	0.488
	Experiment	0.934	20	0.186

The Shapiro-Wilk normality test demonstrated that every pretest and posttest data point in the control and experimental groups was normally distributed. Both the pretest and posttest significance values (Sig.) in the control group were greater than 0.05, with values of 0.652 and 0.488, respectively, suggesting a normal distribution. Similarly, the pretest and

posttest significance values in the experimental group were 0.929 and 0.934, respectively, with each Sig. value exceeding 0.05, which similarly suggests a normal distribution. Consequently, it is possible to infer that the data in this study satisfy the assumption of normality and that parametric statistical analysis may be conducted.

Homogeneity Test (Levene)

Table 4. Homogeneity Test

Data	Levene Statistics	df1	df2	Sig.
Pretest	2,569	1	38	0.117
Posttest	0.001	1	38	0.972

The Levene test results indicate that the pretest and posttest data in the control and experimental groups are homogeneous. In the pretest, the Levene Statistic value is 2.569 with a significance (Sig.) of 0.117, which is greater than 0.05, indicating that the

variance between groups is not significantly different. Similarly, in the posttest, the Levene Statistic value is 0.001 with a significance (Sig.) of 0.972, which is greater than 0.05, indicating that the variance between posttest groups is homogeneous. Thus, the data in both groups meet the assumption of homogeneity, allowing further statistical analysis using parametric tests.

Hypothesis Testing (Paired Samples t-Test)

Table 5. Hypothesis Testing

Paired Differences	Mean	Standard Deviation	95% CI Lower	95% CI Upper	t	df	Sig. (2-tailed)
Experimental Posttest - Control Posttest	13.5	9,886	8,873	18,127	6,107	19	0

The Paired Samples t-Test results indicated a substantial disparity between the experimental group, which employed the Jigsaw learning model, and the control group, which employed conventional learning approaches. In this analysis, the differences in mean posttest scores between groups were compared. The calculated t-value of 6.107 is greater than the t-table, which is 1.697 at 19 degrees of freedom (df), as indicated

by the calculation results. This suggests that there is a statistically significant difference between the posttest ratings of the experimental and control groups. Furthermore, the significance value (Sig. 2-tailed) derived is 0.000, which is less than the specified significance limit of 0.05. Therefore, it is possible to deduce that the null hypothesis (H_0), which asserts that there is no significant difference between the experimental and control

groups, is denied, and the alternative hypothesis (H_a), which asserts that there is a significant difference between the two groups, is acceptable. These findings suggest that the Jigsaw learning model considerably enhances student learning outcomes in comparison to traditional learning methods. The Jigsaw model's efficacy in enhancing students' comprehension of the material being taught, particularly in poetry and lyrics, is supported by the average increase in learning outcomes in the experimental group, which has a mean difference value of 13.5.

D. Discussion

The results of this study are compiled from empirical data obtained through learning outcome tests (pretests and posttests), as well as from statistical analyses, including validity, reliability, normality, homogeneity, and hypothesis tests. The entire series of analyses was carried out to ensure that the research data met statistical requirements and could serve as a basis for valid, objective conclusions.

Based on the pretest data analysis, it was found that the initial

abilities of students in the control and experimental classes were relatively similar. The average pretest score for the control class was 70.00, while the average pretest score for the experimental class was 70.25. The difference in these average scores is relatively small, so it can be concluded that, in general, the initial abilities of students in the two classes do not differ significantly. This similarity in initial abilities is an important condition in experimental research, because it shows that differences in learning outcomes at the end of the learning are more due to the treatment given than to differences in students' initial abilities.

The results of the normality and homogeneity tests of the pretest data support the assumption of equal initial abilities among students. The results of the normality test indicate that the pretest data in the control and experimental classes are normally distributed, and the homogeneity test indicates that both groups have the same variance (homogeneous). Thus, it can be concluded that both classes meet the requirements for different learning treatments, namely the control class with conventional

learning and the experimental class with the Jigsaw learning model.

After the learning process was implemented, posttest results showed improved learning outcomes in both groups of students. In the control class using a conventional learning approach, the average learning outcome score increased from 70 to 74.05. Despite this improvement, this achievement indicates that teacher-centered learning has not fully optimized students' learning potential. In conventional learning, students tend to be passive, limiting their involvement in the learning process.

In contrast to the control class, students in the experimental class who used the Jigsaw learning model showed a much greater improvement in learning outcomes. The average posttest score for the experimental class increased from 70.25 to 87.55. This significant increase indicates that the Jigsaw learning model can create a more active, collaborative, and meaningful learning environment. Students not only act as recipients of material but are also directly involved in understanding, processing, and conveying learning material to their groupmates.

The results of normality and homogeneity tests on the posttest data indicate that the distributions of student learning outcomes in both classes meet the statistical criteria for normality and homogeneity. Therefore, the data meet the requirements for parametric hypothesis testing. This condition indicates that the hypothesis test results are highly accurate and can serve as a basis for research decision-making.

Hypothesis testing was conducted using the Paired Sample t-Test with a significance level of 0.05. The test results showed that the significance value (Sig. 2-tailed) was 0.000, which is smaller than 0.05. In addition, the calculated t value of 6.107 was greater than the t-table value of 1.697. These results indicate a significant difference in student learning outcomes before and after implementing the Jigsaw learning model. Thus, the alternative hypothesis (H_a), which states that the Jigsaw learning model has an effect on students' Indonesian learning outcomes, is accepted, while the null hypothesis (H_0) is rejected.

Conceptually, the results of this study align with the principles of

cooperative learning, which emphasize student interaction in the learning process. The Jigsaw learning model requires each student to be responsible for mastering specific material and for helping other group members understand it. This learning pattern encourages students to learn more deeply because the group's success depends heavily on each individual's contribution. Furthermore, the Jigsaw learning model emphasizes students' active role, with students constructing their own understanding through learning experiences and social interactions. In this context, students not only receive information from the teacher but also actively construct knowledge through discussion and idea exchange. This process helps students understand poetry and pantun material more comprehensively and meaningfully.

From a learning motivation perspective, the Jigsaw learning model has been shown to increase student interest and engagement in learning. Students show greater enthusiasm because they are allowed to play an active role and feel responsible for their group's success. Discussion activities and the delivery of material to peers also develop

students' self-confidence and communication skills, ultimately improving learning outcomes. In Indonesian language learning, especially in poetry and pantun materials, the Jigsaw learning model is very appropriate because the material requires understanding the meaning, interpreting content, and appreciating literary works. Through group work and discussions in the Jigsaw model, students can exchange ideas and deepen their understanding of poetry and pantun, making learning more lively and meaningful.

In contrast, conventional learning in the control class tends to leave less space for students to develop critical thinking and collaboration skills. The interactions are more one-way, so students have fewer opportunities to explore their understanding in depth. This is what causes the increase in learning outcomes in the control class to be lower than the increase in the experimental class. Based on the analysis and discussion, it can be concluded that the application of the Jigsaw learning model significantly improves Indonesian language learning outcomes for fifth-grade students at SD Swasta Masehi No. 3

Kabanjahe in poetry and rhymes. This finding indicates that the use of innovative learning models oriented towards student activity is very important for improving the quality of the process and learning outcomes in elementary schools.

Furthermore, the findings of this investigation are consistent with the research conducted by Diki Heriwan (2020). With regard to the title: The impact of the Jigsaw learning model on the learning outcomes of Indonesian language in institutions. At the conclusion of the research activity, a student learning outcome test was administered. A t-test was implemented to analyze the data. Based on the data analysis, the hypothesis is adopted, as the t-count is 11.139 and the t-table is 3.808. The Impact of the Jigsaw Learning Model on the Learning Outcomes of Indonesian Language for Fifth Grade Students at SD Swasta MAsehi No. 3 Kabanjahe (Heriwan & Taufina, 2020)

Umami Aisyah Siregar (2023). The Jigsaw method was discovered to have a substantial impact on the conceptual understanding and thinking skills of fifth-grade students at SDN 101090 Gunung Tua in the Indonesian Language subject,

according to the research. The control class students only met sufficient criteria, while the experimental class students exhibited very high conceptual understanding and thinking skills. Compared to the control group, the experimental group's average posttest score was higher. The experimental group's mean posttest score was 72.15, while the control group's mean posttest score was 64.21. This indicates that the experimental group's gain index was 74.25 (high), whereas the control group's was 64.72 (moderate). The t-test results indicated that the Jigsaw method had an impact on the learning outcomes in Indonesian Language, as the t-count value (2.474) was greater than the t-table value (1.992). Additionally, the Sig. value (2-tailed) was less than 0.05, specifically 0.028. These findings suggest a substantial disparity in the learning outcomes of the experimental and control classes (Siregar, 2023).

E. Conclusion

Based on the research results and discussion in Chapter IV, it can be concluded that the application of the Jigsaw learning model significantly influences the learning outcomes in

Indonesian language poetry and rhyme material for fifth-grade students at SD Swasta Masehi No. 3 Kabanjahe in the 2025/2026 Academic Year. This is evident from the difference in the average learning outcomes between the experimental and control classes. Students who participated in Jigsaw learning obtained an average posttest score of 87.55, higher than those in conventional learning (74.05). The increase in learning outcomes in the experimental class demonstrates that the Jigsaw model creates a more active, collaborative, and meaningful learning process, enabling students to understand the material better.

In addition, the results of the hypothesis test show a significance value of $0.000 < 0.05$ and a t-value of 6.107, which is greater than the t-table of 1.697 ($t\text{-value } 6.107 > t\text{-table } 1.697$), so that the alternative hypothesis (H_a) is accepted and the null hypothesis (H_0) is rejected. Thus, it can be seen that the Jigsaw learning model significantly improves students' Indonesian language learning outcomes, especially in poetry and rhyme materials, and is worthy of implementation as an innovative

alternative learning model in elementary schools.

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