

**IMPLEMENTASI MODEL PEMBELAJARAN KOOPERATIF *JIGSAW*
MENURUNKAN KELUHAN MUSKULOSKELETAL DAN KEBOSANAN
PESERTA DIDIK DI SMA NEGERI 1 SERIRIT**

Oleh

I Dewa Made Aris Tian Saputra, NIM 1613041029

Jurusan Biologi Perikanan dan Kelautan

ABSTRAK

Tujuan penelitian adalah untuk membuktikan bahwa implementasi model pembelajaran kooperatif *jigsaw* menurunkan keluhan muskuloskeletal dan kebosanan peserta didik. Penelitian ini menggunakan rancangan *nonequivalent randomized pre and posttest kontrol group design*, yang melibatkan 33 peserta didik pada kelas eksperimen dan 33 peserta didik pada kelas kontrol. Pendataan dilakukan melalui penyebaran kuesioner *Nordic body map* untuk mendata keluhan muskuloskeletal, dan kuesioner kebosanan untuk mendata kebosanan dalam proses pembelajaran. Data yang diperoleh dianalisis dengan uji *t independent sample*, karena datanya berdistribusi normal pada taraf signifikansi 5%. Hasil penelitian menunjukkan bahwa implementasi model pembelajaran kooperatif *jigsaw* menurunkan keluhan muskuloskeletal secara signifikan sebesar 46,71% dan kebosanan sebesar 26,76% antara kelas eksperimen dan kelas kontrol ($p < 0,05$). Dapat disimpulkan bahwa implementasi model pembelajaran kooperatif *jigsaw* menurunkan keluhan musculoskeletal dan kebosanan peserta didik kelas XI di SMA Negeri 1 Seririt.

Kata Kunci: Kooperatif Jigsaw, Keluhan Muskuloskeletal, dan Kebosanan.

**IMPLEMENTATION OF JIGSAW COOPERATIVE LEARNING MODEL
TO REDUCE MUSCULOSKELETAL COMPLAINTS AND STUDENTS
'BORROCOLARS IN EDUCATIONAL STATE 1 SERIRIT**

By

I Dewa Made Aris Tian Saputra, NIM 1613041029

Department of Fisheries and Marine Biology

ABSTRACT

The purpose of the study was to prove that the implementation of the Jigsaw cooperative learning model reduced musculoskeletal complaints and boredom of students. This study used a nonequivalent randomized pre and posttest kontrol group design, which involved 33 students in the experimental class and 33 students in the kontrol class. Data collection was done through the distribution of Nordic body map questionnaires to record musculoskeletal complaints, and boredom questionnaires to record boredom in the learning process. The data obtained were analyzed by independent sample t test, because the data were normally distributed at a significance level of 5%. The results showed that the implementation of the Jigsaw cooperative learning model significantly reduced musculoskeletal complaints by 46.71% and boredom by 26.76%, between the experimental class and the kontrol class ($p < 0.05$). It can be concluded that the implementation of the Jigsaw cooperative learning model reduces musculoskeletal complaints and boredom of class XI students in Seririt 1 High School.

Keywords: Jigsaw Cooperative, Musculoskeletal Complaints, and Boredom