

PENGARUH MODEL *COOPERATIVE LEARNING* TIPE *JIGSAW* BERBANTUAN MEDIA *LAPBOOK* TERHADAP HASIL BELAJAR MATA PELAJARAN IPAS SISWA KELAS IV SD GUGUS MAYOR METRA

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ABSTRAK

Penelitian ini dilatarbelakangi oleh rendahnya hasil belajar IPAS siswa akibat pembelajaran yang masih berpusat pada guru. Penelitian ini bertujuan untuk mengetahui pengaruh model *Cooperative Learning* tipe *Jigsaw* berbantuan media *Lapbook* terhadap hasil belajar IPAS siswa kelas IV SD Gugus Mayor Metra. Penelitian ini merupakan penelitian kuantitatif dengan desain quasi experiment berbentuk *nonequivalent control group design*. Sampel penelitian yang digunakan sampel *Cluster Random Sampling* dengan terdiri atas 32 siswa kelompok eksperimen dan 30 siswa kelompok kontrol. Data dikumpulkan menggunakan tes objektif pilihan ganda dan dianalisis menggunakan uji-t setelah memenuhi uji prasyarat normalitas dan homogenitas. Hasil penelitian menunjukkan bahwa rata-rata hasil belajar IPAS kelompok eksperimen sebesar 85,28 lebih dari rata-rata kelompok kontrol sebesar 78,57. Hasil uji hipotesis menunjukkan bahwa nilai t_{hitung} sebesar 4,929 lebih besar daripada t_{tabel} sebesar 2,021 pada taraf signifikansi 5% ($4,929 > 2,021$). Dengan demikian, H_0 ditolak dan H_1 diterima, sehingga terdapat pengaruh yang signifikan model *Cooperative Learning* tipe *Jigsaw* berbantuan media *Lapbook* terhadap hasil belajar IPAS siswa kelas IV SD Gugus Mayor Metra.

Kata Kunci: *Cooperative Learning* tipe *Jigsaw*, media *Lapbook*, hasil belajar IPAS.

ABSTRACT

This study was motivated by the low student learning outcomes in Natural and Social Sciences (IPAS) resulting from instruction that remained teacher-centered. The study aimed to determine the effect of the Jigsaw cooperative learning model, supported by Lapbook media, on the IPAS learning outcomes of fourth-grade students in the Mayor Metra Cluster. This quantitative study employed a quasi-experimental design, specifically a non-equivalent control group design. Cluster random sampling was used to select the participants, resulting in an experimental group of 32 students and a control group of 30 students. Data were collected using objective multiple-choice tests and analyzed via a t-test following the fulfillment of prerequisite normality and homogeneity tests. The results showed that the mean IPAS learning outcome for the experimental group (85.28) was higher than that of the control group (78.57). Hypothesis testing revealed that the calculated t-value (4.929) exceeded the t-table value (2.021) at a 5% significance level ($4.929 > 2.021$). Consequently, the null hypothesis (H_0) was rejected and the alternative hypothesis (H_1) was accepted, indicating a significant effect of the Jigsaw cooperative learning model—supported by Lapbook media—on the IPAS learning outcomes of fourth-grade students in the Mayor Metra Cluster.

Keywords: *Jigsaw-type Cooperative Learning, Lapbook media, IPAS learning outcomes.*

