

**IMPLEMENTASI MODEL PEMBELAJARAN KOOPERATIF *JIGSAW*
BERBANTUAN LEMBAR KERJA SISWA DENGAN PENDEKATAN
KONTEKSTUAL UNTUK MENINGKATKAN HASIL BELAJAR KOGNITIF
PADA MATERI PERUBAHAN LINGKUNGAN DI SMA**

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ABSTRAK

Penelitian ini berupaya memaparkan profil peningkatan hasil belajar kognitif siswa, merumuskan ketidaksamaan hasil belajar kognitif antar siswa yang belajar dari model belajar kooperatif *Jigsaw* berbantuan lembar kerja siswa (LKS) kontekstual dan siswa yang belajar dari model *Jigsaw* tanpa LKS kontekstual, juga mengerti besaran efek pengimplementasian model tersebut di materi perubahan lingkungan. Penelitian ini mempergunakan cara kuantitatif pada bentuk eksperimen semu juga rencana *Pretest Posttest Nonequivalent Control Group Design*. Populasi Penelitian ialah semua kelas X SMA Negeri 1 Banjar tahun ajaran 2025/2026 sejumlah 256 siswa. Sampel Penelitian diatur dari pemilihan kelas dengan acak, yakni kelas X8 menjadi kelas eksperimen juga kelas X6 menjadi kelas kontrol, tiap-tiapnya sejumlah 34 siswa. Data diakumulasikan dari tes pilihan ganda hasil belajar kognitif yang dibagikan sebelum juga setelah perlakuan, lalu dirumuskan mempergunakan *N-Gain*, uji prasyarat, *Analysis of Covariance* (ANCOVA), dan *effect size* dari *Partial Eta Squared*. Perolehan Penelitian menjabarkan jika rerata *N-Gain* kelas eksperimen yang besarnya 0,62, melewati kelas kontrol yang besarnya 0,36, walau keduanya ada di kelompok sedang. Peningkatan paling tampak di kelas eksperimen ada di komponen mengevaluasi (C5) juga mencipta (C6). Perolehan ANCOVA menjabarkan nilai *p* yang besarnya 0,005 ($<0,05$), hingga ada ketidakserupaan hasil belajar kognitif yang signifikan antar kedua kelas sesudah nilai *pretest* dikontrol. Nilai *Partial Eta Squared* yang besarnya 0,117 menjabarkan efek sedang. Simpulan Penelitian ini ialah model belajar kooperatif *Jigsaw* berbantuan LKS kontekstual lebih efektif saat memaksimalkan hasil belajar kognitif, khususnya keahlian pola pikir jenjang tinggi siswa. Penelitian berikutnya disarankan mempergunakan banyak butir soal yang lebih setimbang pada setiap level kognitif, menambahkan observasi aktivitas siswa, angket respons, atau wawancara, juga meninjau model ini pada materi biologi lain, jenjang berbeda, juga sampel yang lebih besar.

Kata kunci: *Jigsaw*, LKS kontekstual, hasil belajar kognitif, perubahan lingkungan.

**IMPLEMENTATION OF THE JIGSAW COOPERATIVE LEARNING MODEL
ASSISTED BY STUDENT WORKSHEETS USING A CONTEXTUAL APPROACH
TO IMPROVE COGNITIVE LEARNING OUTCOMES ON THE TOPIC OF
ENVIRONMENTAL CHANGE IN HIGH SCHOOL**

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ABSTRACT

The objectives of this study are to ascertain the extent of the model's impact on the subject of environmental change, characterize the profile of improvements in students' cognitive learning outcomes, and compare cognitive learning outcomes between students taught using the Jigsaw cooperative learning model with contextual student worksheets (LKS) and those taught using the Jigsaw model without LKS. A quasi-experimental procedure using a Pretest-Posttest Nonequivalent Control Group Design was used in the quantitative analysis. All 256 Grade X students of SMA Negeri 1 Banjar during the 2025–2026 academic year made up the study population. Using a random class assignment, the sample was chosen: Class X6 served as the control group and Class X8 as the experimental group, with each consisting of 34 students. A multiple-choice cognitive learning outcome test was used to collect data both before and after the intervention. Subsequently, N-Gain analysis, prerequisite testing, Analysis of Covariance (ANCOVA), and Partial Eta Squared were employed to calculate the effect size. Although both groups fell within the moderate category, the experimental group's mean N-Gain score was 0.62, which was higher than the control group's 0.36. The greatest improvements in the experimental group occurred in the "evaluating" (C5) and "creating" (C6) cognitive components. After adjusting for pretest scores, the ANCOVA results showed a significance level (p) of 0.005 (<0.05), indicating a significant difference in cognitive learning outcomes between the two groups. A moderate effect size was shown by a partial eta squared value of 0.117. The study comes to the conclusion that contextual LKS, when used in conjunction with the Jigsaw cooperative learning model, improves cognitive learning results, especially students' higher-order thinking abilities. It is advised that future studies evaluate the model on diverse biology themes, at various educational levels, and with bigger sample numbers; employ a more balanced number of test items across cognitive abilities; and include observations of student activities, response questionnaires, or interviews.

Keywords: *Jigsaw, contextual student worksheet, cognitive learning outcomes, environmental change.*